



**WILLIAM PATERSON UNIVERSITY
COLLEGE OF EDUCATION**

DEPARTMENT OF SPECIAL EDUCATION, PROFESSIONAL
COUNSELING, & DISABILITY STUDIES

STUDENT ASSISTANCE COORDINATOR HANDBOOK

Effective Fall 2025

SAC Internship Handbook

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WILLIAM PATERSON UNIVERSITY
STUDENT ASSISTANCE COORDINATOR
INTERNSHIP HANDBOOK

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 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.

Direct Hours - Hours obtained when the SAC intern is in direct contact with students. Examples include individual and group counseling sessions, work with parents, crisis and prevention counseling, assessment, consultation, and psychoeducation.

Indirect Hours - Hours obtained when the SAC intern is not in direct contact with clients for counseling purposes. Examples include documentation, supervision meetings, training, record reviews, case management, and preparation for counseling.

Supervision - Supervision takes place between the SAC intern and their site supervisor and/or university supervisor. Supervision entails the counselor trainee receiving guidance,

training, feedback, and evaluation (formative and summative) on their work as a SAC counselor. Supervision takes place throughout the SAC internship, and at least 30 minutes per week of formal supervision with the intern's site supervisor is required.

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 designate 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, holding a standard certificate. 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 WPUNJ 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.

Completed documentation for the SAC Internship includes the following:

1. SAC internship contract (with appropriate dates and all required signatures)

2. Internship site information form
3. Site supervisor data form
4. Site supervisor resume
5. Copy of site supervisor's SAC certification (standard certificate)

SAC Internship Paperwork Due Dates

It is the SAC intern's responsibility to ensure that all site documentation is complete, including signatures and dates, and submitted on time. If the site requires an affiliation agreement, counselor trainees must convey this information to the SAC coordinators ahead of time so that it can be secured before the due date for all documentation. Late and/or incomplete applications may result in delayed internship.

Application due dates are as follows:

Fall semester SAC Internship: April 1st

Spring semester SAC Internship: November 15th

Please note that there will be no changes, additions, or modifications to the internship applications once the due date has passed. If there must be a change that is beyond the SAC intern's control, they must notify the SAC coordinators to discuss the matter.

Liability Insurance

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

The American Counseling Association (ACA) offers liability insurance for practicum/internship students as part of the dues for student members. More information can be obtained by the ACA website at www.counseling.org. 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.hpsso.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 75 must be direct counseling hours. Direct hours include work in direct service with students such as individual or group counseling, work with parents, prevention and assessment, crisis counseling, consultation, and psychoeducation. Indirect hours include session preparation, service coordination, documentation, and other tasks not in direct contact with students.

*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, 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.

Appendix A

Application Materials



WILLIAM PATERSON UNIVERSITY

Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3000 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpu.edu

Internship Contract for the SAC Program

Date placement begins _____

*Not earlier than the first day of the Internship semester per the academic calendar

SAC Intern Name _____

The above-named student will be completing their SAC internship at _____. The fieldwork will be completed during the 20_____ academic school year, and only within the designated dates during the Fall 20_____ and/or Spring 20_____ academic semesters. The counselor trainee will be supervised at the site by _____.

The site supervisor is directly responsible for supervision of the counselor trainee. This professional must have at least two (2) years of experience as a SAC, a master's degree in counseling, certification in SAC (standard certificate), 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 counselor trainee to the site, including procedures for assigning students, emergency procedures, district policies and any site-specific limits to confidentiality.
- Providing the counselor trainee with the space necessary to complete requirements and responsibilities such as individual counseling, conducting groups, etc.
- Monitoring counselor trainee's time on site and signing weekly and summary hour logs
- Providing regular supervision for the counselor trainee not to be less than 30 minutes of face-to-face supervision for every week that the counselor trainee is on site.
- Maintaining responsibility for counselor trainee's continuity on site and assisting in the evaluation of the counselor trainee's performance at the midterm and end of each semester.
- Maintaining regular communication and consultation with University Supervisors to monitor and support counselor trainee professional growth, including a midterm meeting.
- Identifying an emergency supervisor for the counselor trainee in the event the site supervisor is not available to the counselor trainee.

The requirements of the counselor trainee include an Internship requirement of 150 hours. The Internship hours include a minimum of 75 hours of direct service. The direct service hours consist of individual counseling, group counseling, work with families, assessment, consultation, prevention instruction, crisis intervention, and

psychoeducation. The indirect hours consist of all other activities associated with the placement and the class. The counselor trainee will act in accordance with site and university policies and procedures under supervision guidance, as well as adhere to the ACA Code of Ethics.

The student's university supervisor (i.e., course instructor) will provide the counselor trainee with the necessary group supervision requirements. The university supervisor will contact the site supervisor at the start of the Internship semester. At that time, they will provide the site supervisor with orientation material that the site supervisor must complete. The university supervisor will maintain regular contact with site supervisors approximately every month to monitor the counselor trainee's skill and knowledge development, dispositions, and progress. Site supervisors must respond to these emails so they can work with University Supervisors to support students. Should a site supervisor not respond to emails, the university supervisor will call them to obtain the necessary information. Site and university supervisors may also have contact at any point throughout the semesters, as necessary.

In the event of an emergency situation related to clients, counselor trainees will contact their site supervisor or their emergency site supervisor, if their main site supervisor is not available. If no site supervisor is available, the counselor trainee will contact the site administrator. Should there be an emergency situation with the site supervisor or the university supervisor, the back-up emergency site supervisor and/or the Professional Counseling Program Directors will serve as contacts, as applicable. Should there be an emergency situation on site with the counselor trainee, the site supervisor should notify the university supervisor and/or Program Directors.

If you have any further questions, please contact the co-Coordinators for the SAC Program: Dr. Meredith Drew, at drewm2@wpunj.edu or 973-720-3092 or Dr. Michelle Hinkle at hinklem@wpunj.edu or 973-720-3971. By signing below, the site supervisor and school district acknowledge that they are aware of the requirements stated above and agree to have the counselor trainee at their school for their SAC Internship.

 Site Supervisor

 Date

 School Administrator

 Date

 Counselor Trainee

 Date



WILLIAM PATERSON UNIVERSITY

Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3000 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpunj.edu

Professional Counseling Program Site Supervisor Data Sheet

SAC Intern: _____

Supervisor Name: _____

District: _____

School: _____

Supervisor Email: _____

Supervisor Phone: _____

Supervisor Masters/Doctoral Degree: _____

Supervisor SAC Credentials: _____ Date Issued: _____

Have you worked as a SAC for a minimum of two years?

YES _____ NO _____

Per review of the SAC Internship Handbook, do you have knowledge and understanding of WPUNJ Professional Counseling Program SAC Internship requirements, policies, and procedures?

YES _____ NO _____

Do you have supervision certifications and/or have you attended training for counseling supervision?

YES _____ NO _____

If yes, please select the applicable that you have received and submit evidence (certificate; transcript; certificate of completion).

____ Approved Supervisor Certificate

____ Other Supervision Credential

____ 3 credit Supervision Class at an accredited university

List Class _____ Semester _____ University _____

____ Supervision Trainings

How many CEUs _____

____ Training by Faculty at WPU for Site Supervisors

____ Other (please indicate) _____



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Internship Site Information

SAC Intern Name _____

1. Site Name: _____

2. Site Address: _____

3. Site Administrator Name: _____

Email: _____

Phone: _____

4. Site Supervisor: _____

Email: _____

Phone: _____

5. Emergency Back-up Site Supervisor (to be used in the event the site supervisor is not available):

Email: _____

Phone: _____

6. List all counseling services provided the SAC intern will have involvement while under supervision (e.g., individual counseling, group counseling, assessment, prevention, crisis intervention, psychoeducation).

7. List all professional responsibilities the counselor trainee will complete while under supervision (service coordination, IEP meetings, CST meetings, clinical meetings, record keeping, note writing, etc.).

8. Describe the supervision the counselor trainee will have (e.g., required individual supervision; group supervision, etc.). ***How will supervision be conducted (e.g., in person or synchronous via technology; is there a possibility of both)?*** If supervision is ever done synchronously via technology, what platform is used and how has the supervisor been trained in this technology?

9. List the professional training and resources the counselor trainee will have access to. This should include any technology resources required for the position (e.g., district educational platform such as Genesis, Naviance, Powerschool; telehealth platforms).

10. List any other information about the site that would be important for the SAC intern, University Supervisors, and SAC coordinators should be aware of:

Site Supervisor

Date

Counselor Trainee

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 role of a SAC?

What areas of improvement can the 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.

0 = Not Applicable 1 = Needs Improvement 2 = Progressing 3 = Competent

		0	1	2	3
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 #	Not Applicable (0)	Needs improvement (1)	Progressing (2)	Competent (3)
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.
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.
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.
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.
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.
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.
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.
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.
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.
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.

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.

0 = Not Applicable 1= Needs Improvement 2 = Progressing 3 = Competent

		0	1	2	3
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 #	0 = Not Applicable	1= Needs Improvement	2 = Progressing	3 = Competent
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.
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.
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.
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.
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.
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.
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.
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.
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.
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.

**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.

0 = Not Applicable 1= Needs Improvement 2 = Progressing 3 = Competent

		0	1	2	3
1	This supervisor helped me feel at ease with the supervision process				
2	This supervisor relayed clear expectations of the intern's responsibilities on site				
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				
4	This supervisor addressed issues relevant to my current concerns as a SAC intern				
5	This supervisor emphasized the development of my strengths and capabilities				
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				
7	I feel this supervisor accepted me and respects me as a person				
8	This supervisor conveyed competence				
9	This supervisor was able to accept feedback from me				
10	This supervisor helped me clarify my counseling objectives				
11	This supervisor gave me useful feedback				
12	This supervisor allowed and encouraged me to evaluate myself and to understand my underlying motivations				

Signature of SAC Intern

Date

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

Competency #	Not Applicable (0)	Needs Improvement (1)	Progressing (2)	Competent (3)
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
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
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
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
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
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
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
8		Supervisor does not, or minimally, conveyed competence	Supervisor began to convey competence	Supervisor competently conveyed competence, meeting 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
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
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
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

Appendix B

Internship

Client Consent Forms



WILLIAM PATERSON UNIVERSITY

Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3009 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpu.edu

Parental Consent Form

Child's Name _____

Parent's Name _____

Phone # _____

I agree that a counselor trainee in the William Paterson University SAC Certificate Program may counsel my child. I understand that the counselor trainee has completed Master's course work in counseling. The SAC intern will be supervised by _____, a faculty member at William Paterson University and by _____, site supervisor.

Information gathered in the counseling will be held strictly confidential per the American Counseling Association Code of Ethics. Exceptions to this confidentiality occur when there is suspected child abuse or clear and imminent danger to the child or to others.

If for any reason you have questions about the counseling or are dissatisfied, you have the right to meet with the counselor trainee 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.

Parent/Guardian Signature

Date

Child's Signature

Date

Counselor Trainee Signature

Date



WILLIAM PATERSON UNIVERSITY

Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3009 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpu.edu

Counseling Consent Form

Client Name _____

Phone # _____

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

Client Signature

Date

Counselor Trainee Signature

Date

Appendix C

Internship

Weekly and Summary Hour Logs

**WPUNJ Professional Counseling Program
SAC Internship Weekly Hour Log**

SAC Intern _____ Week #: _____ Dates: _____ to _____

Activity (Direct)	Number of Hours	Activity (Indirect)	Number of Hours	Activity (Supervision Indirect)	Number of Hours
1. Individual Counseling		8. Record Keeping, Report Writing, Treatment Planning		14. Individual Site Supervision	
2. Group Counseling		9. Recording Review		15. Site Group Supervision	
3. Work with Families		10. Professional Development (list below)		16. University Group Supervision	
4. Consultation		11. Clinical Meetings/ Other Meetings			
5. Prevention or Psychoeducation		12. Session or Program Planning			
6. Crisis Management		13. Other (describe below)			
7. Assessment					
Weekly Total (Direct)		Weekly Total (Indirect)		Weekly Total (Indirect)	

Total Weekly Hours: Direct _____ Indirect _____

List Professional Development:

Descriptions of any of the above:

Site Supervisor _____ Date _____

SAC Intern _____ Date _____

**WPUNJ Professional Counseling Program
SAC Internship
Semester Summary Hour Log**

SAC Intern _____ Semester _____

Site _____ Site Supervisor _____

University Supervisor _____

Activity (Direct)	Number of Hours	Activity (Indirect)	Number of Hours	Activity (Supervision Indirect)	Number of Hours
1. Individual Counseling		8. Record Keeping & Report Writing		14. Individual Site Supervision	
2. Group Counseling		9. Recording Review		15. Site Group Supervision	
3. Work with Families		10. Professional Development (list below)		16. University Group Supervision	
4. Consultation		11. Clinical Meetings/ Other Meetings			
5. Prevention or Psychoeducation		12. Session or Program Preparation			
6. Crisis Management		13. Other (describe below)			
7. Assessment					
Semester Total (Direct)		Semester Total (Indirect)		Semester Total (Indirect)	

Total Semester: Direct _____ Indirect _____

Site Supervisor _____ Date _____

SAC Intern _____ Date _____