



CCR Practicum Manual

College and Career Readiness

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Department of Counseling & Student Affairs

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Introduction

This guide is designed to cover student and site requirements of the College and Career Readiness (CCR) training program required by the Department of Counseling and Student Affairs at Western Kentucky University. The practicum experience is a key part of the CCR students' planned programs in completing their degree requirements. As such, the department values its relationships with community agencies that fulfill the need for the practicum placement.

This guide outlines the purpose and requirements of practicum experiences, the roles and functions of site supervisors, clinical setting requirements, the steps in being considered an approved CCR site, the documentation process, and requirements specific to the CCR Certificate program.

The purpose of this experience is to develop intern's skills under supervision for working with CCR-related issues in students, parents, professionals, and others. Interns in their practicum should have ample opportunities to put their learning of professional skills and competencies into practice and to counsel/coach clients who represent the ethnic and demographic diversity of their community.

Clinical Coordinator

The Clinical Coordinator serves as the liaison between the Department of Counseling and Student Affairs and all CCR sites during the practicum experiences. The Clinical Coordinator facilitates site development, maintains clinical paperwork, and is the contact person should site supervisors have questions or concerns during students' placements onsite.

Professional Dress

The Department of Counseling and Student Affairs is proud of its recognition within the community and across the country. It is our goal to (faculty, staff and students) continue to represent this department with professionalism. While we respect the preferences of other organizations, we require our students, who represent the integrity and professionalism of the Department of Counseling and Student Affairs, to dress professionally and appropriately for the clientele. For example, overdressing (e.g., business suit, overly flashy) may alienate some low-income students/clients; whereas dressing too casually (e.g, yoga pants, shorts, tank tops, t-shirts, or clothing with holes, stains, or excessive wrinkles) may lower your credibility with other students/clients unless your work requires it (e.g., outdoor activities). You are also strongly advised to avoid wearing anything too revealing or distracting including low-cut tops, short skirts or dresses, tight clothing, strong perfumes. The session is not about you or your personal identity so that is not the place to express yourself. Please keep your student/clients' attention on their presenting concern and not your choice of attire, jewelry, or perfume.

Practicum

The Practicum in College and Career Readiness (CNS 503) is the experiential component to the CCR Certificate. It provides for the development of CCR-related counseling/coaching skills under supervision. This must be successfully completed to complete the certificate requirements.

Practicum Enrollment Process

Practicum is offered during the spring semester. Therefore preparation to complete the practicum starts in the late fall or winter terms.

1. Complete required CCR classes and obtain permission to enroll in CNS 503.
2. Work with the CNS 503 instructor or Clinical Coordinator to obtain an appropriate CCR-related site with a qualified supervisor. Contact and schedule interviews once your enrollment in practicum has been approved. If you are establishing a new site, follow the guidelines for establishing a new site. Sites must meet all requirements noted in this manual. Have the supervisor complete or update the *Site Information Form*.
3. Upon the approval of the practicum site, submit the *Practicum Site and Supervision Contract* to the instructor/Clinical Coordinator prior to the beginning of the semester. This contract includes the *Site Information Form* is developed to define the qualifications, roles, and responsibilities of the Department of Counseling and Student Affairs, the faculty supervisor, the site supervisor, and the practicum student. It is required to begin working at the site.

Practicum Course Requirements and Assignments

There are several requirements that must be met in order for students to complete practicum:

1. Completion of supervised practicum clock hours:
 - a. A minimum of 100 total clock hours. Students are required to complete a minimum of 7 (direct and indirect) hours on site every week during the entire semester. All indirect hours must be completed on site performing CCR-related activities.
 - b. At least 40 clock hours of direct service with actual students/parents/clients.
 - c. At least 1 hour of individual and/or triadic supervision by the site supervisor each week.
 - d. A minimum of 1 hour of live group supervision online.

All clock hours, including direct service and non-direct hours must be logged weekly in the *Practicum Hour Log*. All hour log forms must be kept, maintained, and signed weekly for inclusion in the WKU Portfolio.

2. Attendance at all individual/triadic supervision meetings and practicum group supervision classes. Students are expected to bring a video of their work with a client to every individual/triadic supervision meeting, provide mini-case presentations and one full case presentation in group supervision, and provide feedback to classmates during supervision. Videotaping of student's/clients should be done and reviewed on a consistent basis throughout the practicum experience.
3. Maintenance and submission of WKU CCR Practicum Portfolio (see checklist).
4. Successful completion of graded assignments. Additional assignments may be required based upon individual needs. See the syllabus for all assignments and class expectations.

Supervised Practicum Experiences

Students must complete a supervised practicum experience that totals a minimum of **100** clock hours with at least **40** clock hours of direct service with actual clients that contributes to the development of counseling skills. The remaining hours may include indirect hours, individual supervision, or group supervision. A description of each follows:

Direct Contact Hours

Direct service with students/clients may include conducting initial intakes, individual or group CCR counseling/coaching, psycho-educational groups, and parent/family consultation/coaching. Direct service may only include hours spent in the above mentioned capacities provided to actual students/clients at the agreed upon site. Only clients directly affiliated with the approved site are acceptable for direct service time. Observing counseling sessions from behind a 2-way mirror, watching other intern's videos, or consulting about a client does *not* count as direct service..

Indirect Hours

In addition to direct service to clients, practicum students will have opportunities to become familiar with a variety of professional activities and resources. Indirect hours include but are not limited to staff/faculty consultation, client service, site support, referrals, record keeping, goal planning, learning assessment instruments, supervision, information and referral, CCR-related administrative duties, observation, advocacy, phone calls, in-service training, staff meetings, and other activities typically performed by a CCR professional.

Individual Supervision Hours

Individual supervision includes time spent with faculty and/or site supervisors discussing CCR skill development as a counselor/coach and how that impacts interactions with the students/clients at the site. Supervision may be conducted as dyadic or triadic (one supervisor and two supervisees), but not as a group staffing. The ideal format for supervision is face-to-face and includes review of a recent videotape of a CCR counseling/coaching session.

Supervision should cover skills, conceptualization of goals, and strategies to enhance an intern's work with students/clients. Consultation in passing (i.e., drive-by supervision) is not a viable alternative to scheduled supervision. Interns should receive regular feedback and will be evaluated throughout the practicum on their performance as well as personal and professional dispositions. Interns should develop CCR-related video recordings of their work with students/clients for use in supervision.

Group Supervision Hours

Time spent in the practicum group supervision class. Group supervision must be an average of 1 hour per week for the entire semester.

Total Practicum Hours

The total number of hours includes the direct, indirect, individual supervision, and group supervision hours.

Student Evaluation Criteria and Procedures

Students are continuously evaluated during their practicum experiences. This occurs during weekly supervision meetings when students receive feedback from supervisors and peers regarding their performance and formally with midterm and final evaluations. These evaluations are completed by the site supervisor and reviewed by the faculty supervisors. In addition, interns will complete a *CCR Self-Reflection Scale* at the midterm and final points of the semester. Completed evaluations are discussed with students by faculty and site supervisors, signed by students and supervisors, and placed in students' practicum file.

Incomplete Practicum or Internship Experiences

Because of various circumstances students may not fulfill the required number of hours to satisfy their practicum course requirements. In a very limited number of cases, interns may negotiate an *In Progress* for the semester. The following steps are required for students to negotiate an *In Progress*.

1. Complete and electronically submit a proposed *Plan of Action for Course Completion* form to the site supervisor, faculty supervisor/instructor and Clinical Coordinator.
2. Schedule and meet with the faculty supervisor/instructor to discuss the *Plan of Action for Course Completion*. Pending approval, this plan will be agreed upon and signed.

Supervision

Faculty Supervisors

The faculty supervisor is a faculty member from the Department of Counseling and Student Affairs who oversees the group supervision class for practicum students. Interns are required to attend *all* group supervision meetings (class sessions). Classes are held weekly for an average of 1 hour per week. The faculty supervisor agrees to the following:

1. Has an appropriate degree, CCR counseling/coaching credentials, and experiences to demonstrate competence in CCR issues.
2. Has relevant supervision training and experience.
3. Will sign the supervision contract that defines the roles and responsibilities of the faculty supervisor, site supervisor, and intern during practicum.
4. Will provide at least an average of 1 hour per week of group supervision on a regular schedule throughout the practicum.
5. Will observe a student's interactions with clients through audio/video recordings and/or live supervision.
6. Will provide regular feedback to students they supervise about their CCR skill development.
7. Will consult with site supervisors regarding student progression and midterm and final evaluations as necessary. Faculty supervisors will review, sign, and discuss evaluations with the students and site supervisors.

Site Supervisors

The site supervisor is the primary point of contact at the site and serves as the individual supervisor for practicum students. Onsite supervision can benefit both professional staff and the intern. It provides an opportunity for interns to gain insights from CCR professionals working directly with the same client population.

All CCR practicum sites are approved based on several criteria. One requirement is that the site supervisor provides onsite supervision for at least one hour every week. Additionally, qualified onsite supervisors must meet minimum requirements including the following:

- Has an appropriate degree, CCR counseling/coaching credentials, and experiences to demonstrate competence in CCR issues.
- A minimum of two years of pertinent professional experience in a CCR-related area.

- Knowledge of the program's expectations, requirements, and evaluation procedures for interns.
- Relevant training in supervision.

Site Supervisors must agree to fulfill the following roles:

- Review the Practicum Manual to understand the expectations for the intern, faculty supervisor, site supervisor, and site.
- Provide individual and/or triadic supervision for at least an hour every week while consistently watching and reviewing videos, conducting live supervision, or participating in co-counseling/coaching with the intern.
- Provide regular feedback to interns under supervision regarding their CCR skill development.
- Sign and agree to the *CCR Practicum Site and Supervision Contract* and other required clinical paperwork such as hourly logs and evaluations.
- Complete midterm and final evaluations. Discuss evaluations with interns and faculty supervisors upon request.
- Serve as a resource and support person for the agency orienting interns to agency policies and procedures.
- Assist interns in building an appropriately balanced case load within the first few weeks of the semester and provide regular feedback to interns.
- Take advantage of assistance, consultation, and professional development opportunities provided by the CCR program faculty as needed.
- Provide interns an opportunity to obtain their required direct service with students/clients and CCR-related indirect hours as indicated above.

A Site Supervisor should work in consultation with the Faculty Supervisor and Clinical Coordinator. At any time, the Site Supervisor may contact the Clinical Coordinator or the Faculty Supervisor to discuss concerns about an intern's clinical experience.

The intern has the opportunity to complete and submit assessments of their experience with the site, individual, and group supervisors as well.

CCR Practicum Sites

All practicum and internship sites must be approved by the CCR Faculty Supervisor and Clinical Coordinator and fulfill the site requirements. If interns are interested in a site that is not yet approved, it is their responsibility to verify that potential sites adhere to the practicum site requirements and follow the steps to establish a new CCR site (see section below).

Requirements for Maintaining a Clinical Site

To maintain current and accurate information, site supervisors should update the following information at least once per year or any time there are site supervisor or agency changes impacting intern placement. Site supervisors should plan to identify their needs for the upcoming term, receive contact from interns, conduct interviews, and make selection decisions within the months preceding the spring term (Nov-Jan).

Site supervisors must complete the following site requirements to maintain an approved site:

1. Maintain an updated *Site Information Form* that will be included in the intern's Practicum portfolio. Notify the Clinical Coordinator of site supervisor or agency changes and update the form as necessary.
2. Ensure that CCR-related services are provided at the site and available for interns. Appropriate CCR services include but are not limited to the following:
 - a. Observe and/or conduct ongoing counseling/coaching sessions with individuals, groups, or families.
 - b. Lead and/or co-facilitate group sessions including psycho-educational or informational sessions for students, parents, and others.
 - c. Consultation and/or collaboration with other professionals regarding a student/client's case.
 - d. Staff training or meetings related to students/clients, CCR strategies, and/or current research related to the agency or population served.
 - e. Career exploration, decisions, and planning
 - f. Administration and interpretation of CCR-related assessments
 - g. College exploration, decisions, preparation, and applications
 - h. Networking, job search preparation, internships/job shadowing
 - i. Goal and boundary setting
 - j. Financial aid, scholarships, and other funding opportunities
 - k. Career counseling
3. Provide settings for individual or group counseling that include assured uninterrupted privacy as well as sufficient space for the individuals and videotaping equipment.
4. Identify procedures that ensure the student/client's confidentiality and legal rights are protected. Interns should be aware of ethical and professional standards, and interns should not be asked to violate general professional rules of conduct.

5. Ensure that intern safety is a top priority. Weapons of any sort should not be stored in the student/client areas and work with potentially violent clients must be closely supervised.
6. Confirm that practicum students can complete the direct and indirect hours required for each experience (100 total hours including 40 direct hours).
7. Allow video recording of clients with the understanding that it will be shared with the individual site supervisor, faculty supervisor, and the group supervision class.
8. Provide a well-organized orientation for trainees. This should include a review of the agency goals, functions, policies, and an introduction to personnel in the agency. Trainees should also receive copies of all relevant policies and procedures and should be expected to read and become familiar with them as part of their training experience.

Establishing a New Site

While many CCR sites are in the Bowling Green area, relationships may be developed with sites around Warren and surrounding counties. A student may have an interest in working at a site not listed as an approved site or an organization may wish to add their site to the list of approved sites. Therefore, a new CCR site may be developed by completing the following steps:

1. Review the Practicum Manual to ensure the CCR site and supervision requirements are met by your site.
2. Submit a *Site Information Form* to the Clinical Coordinator via email.
3. Upon pre-approval of the site, the Clinical Coordinator may schedule a site visit with the site supervisor. A telephone conference may be arranged for sites outside of the local area.

Current Employment at Approved Sites

Interns are permitted to work while they are enrolled in practicum. In some instances, they can complete the practicum on their specific job site. However, all clock hours (including direct hours, indirect service, and supervision) must be consistent with the master's level CCR practicum requirements. Therefore, if part of the employment responsibilities are performed that do not meet the practicum requirements, they should not be counted in the hour logs completed.

Paid Practicum Experiences

Some agencies may employ interns for graduate practicum experiences. These are not assured positions and are the responsibility of interns to secure. Regardless of payment status, all requirements of the practicum experience must be met.

Changing Practicum Sites and Supervisors

If problems arise regarding the site requirements, student performance, or student opportunities at a site, the concerns should be brought to the attention of the site supervisor, faculty supervisor, and the clinical coordinator.

If an informal discussion and attempts to solve the problems fail, the site may request the intern be withdrawn from the practicum; or the student may request that s/he be withdrawn by the department. In either case, a request should be submitted in writing to the Faculty Supervisor/Instructor and Clinical Coordinator. Approvals are not guaranteed.

In order to request a new practicum, students must refer to the directions noted under the Practicum Enrollment Process section.

Professional Credentials

The CCR Certificate program is an academic recognition of a specific program completion. However, it is not professional certification credential. A number of organizations offer career-related credentials which recognize education, experience, and practice in career-related work. The hours obtained during practicum may be used toward those experiences; interns are encouraged to review the required guidelines for the credential they seek to determine additional education and experiential requirements. Some career-related credentials include:

Center for Credentialing and Education (CCE)

- [Global Career Development Facilitator \(GCDF\)®](#) - this is CCE's flagship credential in recognition for career development professionals worldwide. GCDF credential holders are trained to help people, both individually and in a group setting, make informed decisions when considering their own career development. Through the use of best practices, various assessment tools, and career development models GCDFs equip each individual with the knowledge and skills to embark on their professional journey. GCDF credential holders are located on six continents and find rewarding careers in government agencies, human resources departments, nonprofit organizations, correctional institutions, consumer advocacy agencies, and various departments within the educational sector.

National Career Development Association (NCDA)

- [Certified Career Services Provider™ \(CCSP\)](#) -- a credential for individuals from an array of backgrounds, to deliver services and demonstrate core competency in the field of career services.
- [Certified Master of Career Services™ \(CMCS\)](#) – a new professional credential intended to recognize the contributions of non-counselors who have mastered a variety of roles within the field of career services.

- Certified Career Counselor™ (CCC) – the new standard of professional excellence for individuals trained as counselors, who will specialize in the delivery of career counseling services
- Certified Clinical Supervisor of Career Counseling™ (CCSCC) – a new professional credential to recognize the contributions of individuals who serve as clinical supervisors to career counselors and other practitioners who provide career services
- Certified Career Counselor Educator™ (CCCE) – a new professional credential intended to recognize the contributions of individuals whose primary focus is on the training of new counselors who will specialize in the field of career counseling
- Certified School Career Development Advisor (CSCDA) - this credential is intended for providers who work in the K-12 sector (children and youth ages 5 – 18) and work to ensure students are prepared for meaningful work and high-demand careers. Individuals will work with other staff to coordinate the design, implementation, and monitoring of school and community based efforts to improve the chances of students entering the job market with skills, knowledge, and credentials to be competitive