Counseling Psychology Program

PRACTICUM GUIDELINES

Auburn University

Department of Special Education, Rehabilitation, and Counseling
Counseling Psychology Program--Practicum Guidelines

I. Effective Date: January 1, 2010; Edited November 10, 2015

II. Philosophy

The procedures outlined in this policy are meant to assist you in your practicum experience by (a) outlining the sequence to be followed in placing you at a practicum site; (b) detailing practicum requirements; (c) setting forth clearly your responsibilities with regard to practicum; and (d) providing you with information concerning appropriate record-keeping. Your practicum experience is designed to be of the highest quality in terms of developing therapeutic skills and other related professional skills. The development of these skills is viewed in a broad sense, including acquisition of specific intervention skills, understanding of and ability to use conceptual skills, ability to link assessment and intervention, understanding the linkages between science and practice, personal growth as it relates to awareness of and appropriate handling of emotional reactions to clients, knowledge, awareness, and appreciation for human diversity, and development of mature professionalism (ethical behavior, good judgment, communication skills with fellow professionals, and commitment to contributing to the profession of counseling psychology).

III. Responsible Individuals

A number of persons are responsible for helping you to make the most of your practicum experiences. Some of these individuals are listed below with brief comments concerning their roles.

**Counseling Psychology Faculty:** Sets overall requirements for practicum. Approves and revises this policy statement and all others. Has final authority for making decisions about appropriateness of potential training sites (this authority may be delegated to the Director of Training (DOT) or the Director of Practicum Training (DOPT)). In cooperation with Department Head, the program faculty has authority to make final decisions about whom your university instructor will be and is responsible for naming a DOPT for the program.

**Your Faculty Advisor:** Assists you in applying for a practicum site by discussing with you your professional goals, skills, etc.

**Director of the Counseling Psychology Training Program (DOT):** Responsible for developing new practicum sites as needed. Assists DOPT with liaison. Informs other faculty and students of new national and regional trends in training, which might affect practicum training. Responsible (together with counseling psychology faculty) for integration of practicum training into complete training program.

**Director of Practicum Training (DOPT):** Responsible for on-going liaison with practicum sites. Assists Director of Training in developing new sites. Serves as overall coordinator of activities related to practicum.

**Your Practicum Class Instructor:** Conducts three-hour class each week. Assigns (with feedback from your on-site supervisor) your grade in practicum. Is available for additional supervision (which in essence is consultation) as needed based on development and client concerns. Provides emergency supervision in addition to that provided by the practicum site (because the faculty supervisor is in essence a consultant, this is secondary to the site supervisor’s emergency supervision and is effectively emergency consultation). Discusses with your on-site supervisor any issues of concern regarding your supervision.
**Your On-Site Supervisor:** Ultimately responsible for clinical and administrative aspects of your practicum at the practicum location. Informs you of agency expectations and policies. Completes and submits to your university class instructor a written evaluation of your performance. Consults (concerning your performance) with your university instructor as needed.

**IV. Timetable**
You will begin your practicum experience in the fall of your second year in the program, after having satisfactorily completed COUN 7350 (Introduction to Counseling Practice) and other prerequisites. 
Because this practicum is at the Auburn University Student Counseling Center, you may start during the summer if you meet their training requirements. You must achieve a grade of “Satisfactory” in COUN 7350 to enroll in practicum. Students are normally placed for the academic year. Practicum is not typically offered during the summer. Following discussions with the DOPT, and after that person has ensured that you will have adequate supervision on-site, you may elect to remain at your practicum site during the summer following the 9-months for which you were at the site for course requirements, although this is not required.

**V. Placement Procedures**
In the late fall or early spring there will be a required meeting for all individuals planning to enroll in practicum in the fall for the first time. At this meeting, the various practicum sites will be described and advantages and disadvantages of these sites will be discussed. Students who have previously been in practicum are invited to attend so that they may share their own experience where they have done a practicum. 
For students entering the program during and after Fall 2013, the first year of practicum will be completed at the Auburn University counseling center. In later years, in consultation with your advisor and the DOPT, you will identify from among the available training sites, those that are consistent with your goals, and needed skill development.

Under no circumstances should you independently (that is, without discussing the process with the DOPT or DOT) attempt to negotiate with, or make application to, a practicum placement. However, if you know someone at a particular agency, after discussing the situation with the DOPT, you may be able to make informal inquiries at the site. Many practicum placements require that you drive significant distances (e.g., we have had practicum placements in Atlanta, Columbus, and LaGrange, Georgia, and in Montgomery, Alabama). Subsequent to discussion with you, the DOPT will contact the appropriate agencies to ascertain which ones will have slots available and will then inform you of these slots. You will then need to arrange to be interviewed by the agencies in which you are interested. The interview is a critical part of practicum placement and requires that you set it as a very high priority in your schedule. Frequently, sites want you to send in advance or to bring with you a vitae. It is a good idea to also have a list of the graduate courses that you have completed. At times, you may be the only student to interview at a given site. At other times, you may be one of several students to interview at a given site.

You are required to interview with a site you are considering (and which is considering you). That is, no placement will be made on a “blind” basis. The interview is a time when you will have an opportunity to “look over” the site. For example, you will want to know the kinds of clients you would be seeing, type and amount of on-site supervision, special requirements (e.g., mandatory staffings or required in-service training), and amount and distribution of required on-site time (e.g., whether you will be required to be on-site multiple days of the week, how time can be scheduled around your classes, etc.). The DOPT or DOT will have made contact with, and had discussions with, any site where you are interviewing. The site will already have been approved as providing a good practicum opportunity. However, we also recognize that some very good sites may make unusual demands that could be difficult for you to work out. Thus, to the extent that there are multiple opportunities available to you, you may elect not to continue your application
for a slot at a particular agency where you have interviewed. There may also be times when, for a variety of reasons, a student will have no choice but to be placed at a site even though it represents some inconvenience. The interview is also an opportunity for individuals at the site to “look you over;” thus merely interviewing at a site does not guarantee your placement there.

**It is extremely important that you do everything within your power to be forthcoming and in no way misleading about your intentions when you interview with a site.** For example, although agencies will not typically ask if they are your number one choice, if one does ask this question and you prefer another place at which you are interviewing, be truthful (and not misleading) in answering the question. Similarly, if you are interviewing at more than one site, be sure that you don’t leave the impression that this is your only interview. Please remember that during the interview you represent not merely your own character, but the integrity of the program as well. To the extent you leave false impressions, come across as demanding, etc, you greatly reduce the opportunities for future students. After your interview, you should immediately inform the DOPT of the outcome from your perspective. You will be contacted (typically by the agency; at times by the DOPT) as soon as possible, letting you know the decision of the site and you will at that time discuss with the DOPT or the DOT any additional steps needed in the placement procedure. If you receive an offer from a site, but are still waiting to hear from another site that you prefer (or if for any other reason you are not quite ready to make a commitment), tell the agency that has made you an offer what you situation is. Ask them in a diplomatic fashion for a specific amount of time to think it over. Although no hard and fast rule can be made regarding such situations, typically it would not be unreasonable to ask for up to a week to make your decision. If you anticipate that the delay in making your decision might be longer than a week, you should have a detailed discussion with the DOPT about this and make sure that there is clear communication with the agency making the offer. Once you have agreed with the agency on a specific time by which you will call them back, be sure that you do that. Furthermore, once you make the decision not to accept an agency’s offer, **immediately** inform them of this fact. Do not “leave an agency hanging.” Also, in *every* case in which you are offered a placement and choose to decline, be sure to express your appreciation to the agency for their offer and for the time they invested in interviewing you. You are bound by the norms in the profession, including ethical principles, in the handling of interviews and post-interview behavior.

**Please note that generally speaking, all policies which apply to agency personnel also apply to practicum students.** In any event, you are bound by the rules and regulations of the agency which that agency deems applicable to you. So, you may be required to attend training in CPR or safe driving, or there may be other requirements which are levied on all agency personnel, including practicum students. Some agency policies may be different from University procedures. So, for example, placement at an agency may require you to work during University holidays, if those holidays are not also followed by the agency. As you are working out these issues in communicating with the agency, make sure that they understand your commitment to clients and your commitment to that agency should you be placed there. During the interview process, it would not be inappropriate for you to ask the individual who is interviewing you if there are specific policies in the agency that you might not know about and that would be important for you to know about prior to accepting an offer from the agency. If after you have begun your placement you believe that there is a direct and significant conflict between a University or departmental rule or regulation, or the APA Ethics Code and practices within the practicum agency, you should immediately inform all your supervisor and university instructor of this situation, and work to resolve the conflict.

**VI. Practicum Requirements**

A. **Commission on Accreditation Guidelines.** Although the Commission on Accreditation does not mandate a specific number of hours required in practicum, and although our emphasis is not on some minimum number of client contact hours, the Counseling Psychology Program at Auburn does require a
minimum of 300 hours of client contact (supervised master’s level work may not be counted in this minimum). However, almost all Auburn Counseling Psychology Students accrue many more client contact hours than this minimum. The total practicum experience at Auburn must be a minimum of two academic years, regardless of master’s work and regardless of client contact hours accumulated. Although we do not have a specific guideline about minimum number of hours on-site each week, it is generally expected that you would be at your placement a minimum of 8 hours per week, with the range being 8-20 hours. Also, there is no hard and fast rule about the number of clients you must see per week. However, because your total number of client contact hours must exceed 300, you obviously must average approximately five client contact hours per week (if you only take the minimum number of semesters of practica) in order to meet the minimum number of total required contact hours. Some sites require a commitment of a specific number of hours which may exceed 8 per week and/or which may exceed 5 client contact hours per week. Although we want you to see many clients, at the same time we do not want you to be overwhelmed with clients. Certainly, loads exceeding 8 or 9 clients per week should be discussed with your supervisor and course instructor. Total hours of psychotherapy experience generally ranges 500-900 hours for Auburn Counseling Psychology Students, although there is a rather wide range in this regard.

B. Supervision. During practicum you receive several types of supervision. You have a practicum class instructor and an on-site supervisor. Depending on faculty availability, your practicum class instructor will also operate as a consultant (providing some individual consultation outside of class). Class is three hours per week.

In addition to the three hours/week of group supervision/class at the university, you are required to have regularly scheduled individual supervision at your practicum site. Agencies vary widely on what they require. You are required to have an on-site supervisor who can help you when you need it and to be responsible for assisting you in on-site emergency situations that may necessitate immediate action. Beyond that (and assuming all of our policies are being adhered to), we try to follow the training requisites preferred by the agency in terms of what you will be required to have “on-site.” Although you will have an assigned on-site supervisor, in all cases you should use your own initiative and good judgment to secure additional supervision should it be needed. When you are in training, the general rule is, “The more supervision, the better.” The program requires that your practicum training experience be monitored at some level by a licensed psychologist. This means that at least one of the following individuals must be a licensed psychologist: (1) your practicum class instructor, (2) your on-site supervisor, (3) an on-site training director (or person of similar position) who is responsible for your performance, or (4) the director of practicum training for the counseling psychology program. When there is a choice about who will be your on-site supervisor, between your having a licensed psychologist as a supervisor as opposed to a non-licensed person, we will attempt to have you supervised by a licensed person. Similarly, to the extent that the choice is yours (e.g., some agencies may allow you to choose your supervisor), you should select a licensed person. There will, of course, be exceptions to this rule. For example, if we have strong reason to believe that an available non-licensed person is more skilled in the areas for which you will need supervision, we will recommend that person. Consideration will also be given to factors such as gender and cultural diversity in supervision. Our first commitment is to the highest quality supervision, when all factors are considered. Although practicum placements are typically made once per year, university instructors are assigned each semester. For example, in the Spring Semester, you may or may not have the same university instructor as in the Fall, although you will typically be at the same practicum location.

Each time you have supervision/class you are required to bring a clear audio or video tape of a counseling session, with video tape highly preferred. If your site specifically forbids the removal of tapes from the agency site, you should discuss options with your university instructor. You should review this tape prior to bringing it to supervision/class. You are required to record all your sessions,
although agency policy must be followed and wishes of the client must be considered. Under no circumstances should you make a recording without the client’s knowledge and permission, and such permission must be documented in writing. You should use whatever form is used by the practicum site to secure permission. You are required to inform the client of your status as a graduate student and also of the fact that your supervisor, university instructor, and a small group of fellow graduate students may be listening to or viewing the tapes. The client should be provided with the name of your supervisor(s)/instructor(s). If any client refuses to be taped, you should discuss this matter with your university instructor and your on-site supervisor.

You are entitled to good consultation/supervision by your university instructor and on-site supervisor. There are things which you should expect from your instructor and things which you should expect from yourself in supervision/class. You should expect honest feedback from your supervisor/instructor in the context of a supportive environment. You should expect some help in deepening your knowledge of case conceptualization and you should expect some ideas about how to proceed in difficult situations. Your instructor/supervisor can be more helpful to you if you are well-prepared for supervision/class and if you ask for help which is more specific in nature than “I just want your feedback.” As noted above, you are required to review your tape before bringing it to supervision/class. If you find yourself not wanting to discuss certain types of cases or certain aspects of a particular case with your supervisor/class, this is fairly good evidence that there is a problem in the supervisory/consultation process which should be addressed. If you do have concerns about the quality of your supervision/consultation, or the nature of your relationship with your supervisor/instructor, you should make a strong effort to resolve these issues with your supervisor/instructor. There may be times when your supervisor/instructor will be unaware of the fact that you are upset about supervision/class, or unaware of the intensity of your dissatisfaction. Only if the supervisor/instructor understands that you do have a concern can the problem be actively addressed. When you propose specific counseling interventions, your supervisor/instructor may or may not agree with your ideas. However, you do have the right to be listened to respectfully by your supervisor/instructor. If, after making a good faith effort to resolve difficulties with your supervisor/instructor, you believe that you have been treated unfairly, you should discuss your concerns with the Director of Practicum Training or the Director of the Program. A copy of this policy statement will be made available to each practicum agency. However, it is recommended that you take a copy of this policy to your first meeting with your on-site supervisor.

**C. Academic Credit.** You are required to enroll for a **minimum** of four semesters (three credit hours per semester) for academic credit. You will still receive academic credit each semester that you have performed satisfactorily in your setting. If you want additional pre-internship clinical training after two years of practicum, you should discuss this issue with your advisor, the DOPT and the Director of the Program. We may be able to help you secure additional training in a program-approved setting (in which case, the site bears the full responsibility of supervision). The majority of our students do in fact seek out clinical training beyond the required four semesters of practica.

In each of the four semesters of practica, you must meet program minimums.

1. Accrue at least 30 hours of direct service.
2. Complete specific requirements of the instructor, which provide additional valuable training.
3. Attend all weekly group supervision classes and actively participate.
4. Show video of your clinical work at least twice during the term. Consistent with APA guidelines, in the event this is not possible due to site prohibitions, utilize audio or transcripts.
5. Complete outcome activities appropriate with the course sequence (starting in Fall of 2014). In each semester, students should review the requirement with their on-site supervisor and have their supervisor sign the form documenting that they reviewed the outcome data requirement no later than the 4th week of classes.
   a. First semester of practicum: Students will complete an outcome assignment where they
present (in a format determined by the instructor) data documenting their ability to obtain and appropriately interpret outcome data, using it to inform their therapy for one client. For this semester, standard measures used by the site can be used by students to meet the minimum criteria of this requirement. The students must reflect on what the outcome data means about their therapy and what they should do differently (if anything) based on the outcome data. **Students must have a minimum of two data-points on one outcome measure (can be the standard measure used by the site) from two different sessions across their work with one client to meet this requirement.**

b. **Second semester of practicum:** Students will complete an outcome assignment where they present (in a format determined by the instructor) data documenting their ability to obtain and interpret outcome data across time, using it to inform their therapy for one client. For this semester, the students must use some other measure in addition to standard measures used by the site. The student can also choose to present data from the standard measure used by the site, but the standard measure cannot be the only data collected. Students must also be able to articulate whether the client has made reliable improvement using the measure they select and must reflect on what the outcome data means about their therapy and what they should do differently (if anything) based on the outcome data. **Students must have at least three data-points on a measure (other than the standard one used by the site) from three different sessions across their work with one client to meet this requirement.**

c. **Third semester of practicum:** Students will complete an outcome assignment where they present (in a format determined by the instructor) data documenting their ability to obtain and interpret outcome data across time, using it to inform their therapy for one client. For this semester, the students must use two different sources of outcome data across at least three different sessions and a measure of the alliance (e.g., PCOMS system) used as appropriate (frequency of the use of the alliance measure will depend on the individual measure and its intended use; note, measures like the PCOMS produce weekly data points, if a measure is intended for weekly use, the student should have a data-point for each completed session). Students must be able to articulate whether the client has made reliable improvement using the outcome measures, reflect on what the outcome data means about their therapy and alliance, and what they should do and/or did differently (if anything) based on the outcome data. **Students must have at least three data-points for two outcome measures from three different sessions for one client and have at least one data-point from an alliance measure for that client.** One of the other measures can be a behavioral observation.

d. **Fourth semester of practicum:** Students will complete an outcome assignment where they present (in a format determined by the instructor) data documenting their ability to obtain and interpret outcome data across time, using it to inform their therapy for more than one client (students must do this for a minimum of two clients). For this semester, the student must use two different sources of outcome data for at least three different sessions and at least one data-point from a working alliance measure (e.g., PCOMS system) used as appropriate (frequency of the use of the alliance measure will depend on the individual measure and its intended use; note, measures like the PCOMS produce weekly data points, if a measure is intended for weekly use, the student should have a data-point for each completed session). The student will do multiple presentations for 1 client across time (unless a client drops out, in which case they can retroactively present data on another client and start using that client). The presentations are as follows: (1) Pre-Treatment presentation – students present baseline data and describe how it will inform their work with the client; (2) Pre-to-Mid Treatment change presentation – students present current outcome data describing whether the client has changed [or not] and how their work with the client will be modified [or not] based on the data and the student will
discuss the meaning of available data (at least one data-point) from the alliance measure; and (3) Change Through Final Session presentation – students present outcome data and describe how the client made progress [or not] and their assessment of why the change or lack of change occurred. **In sum, the student will present at least three data-points on two different outcome measures from three different sessions for one client and present data from an alliance measure. The presentations must occur throughout the work with the client.** Students must be able to articulate whether the client has made reliable improvement using the outcome measures and reflect on the meaningful progress of the client. Students will reflect on what each aspect of the outcome data means about their therapy and what they should do and/or did differently as a result of the data. Students must also integrate the outcome data for each client.

**D. Client Contact Hours**

1. **Policies concerning group counseling.** The practicum experience is designed to train you to a high level of competency in individual counseling/psychotherapy. However, you are also required to have some experience in leading groups. Some clock-hour credit toward your 300 hours can be met by seeing individuals in group sessions, however, in no case should your number of individual psychotherapy contact hours fall below 200. You are encouraged to take courses related to group counseling, and if appropriate to your career goals, to have a practicum which allows you to engage in leading several groups.

2. **Policy concerning client diversity.** One of the most important considerations in practicum training is that you see clients of diverse backgrounds and cultural groups. If your “client load” persistently consists of only one ethnic group, this issue should be discussed with your practicum instructor and the DOPT, who will do what they can to assist you in obtaining a more diverse group of clients. If for some reason your particular practicum placement affords little opportunity to see individuals of diverse cultural groups, this fact will be considered by the program (and should also be considered by you) in your placement the following year. Diversity is also important along the dimension of “presenting complaint.”

3. **Policy concerning brief sessions.** It is assumed that the majority of your client sessions will be 50-60 minutes in length. If you are placed in a setting requiring, as a general rule, shortened sessions, these should be recorded as fractions of a client contact hour. For ease in record keeping, **isolated** instances of a slightly shortened session may be counted as a full hour of contact just as isolated instances of unusually long sessions should be counted as one hour. If you are in doubt about a situation, check with your university instructor.

4. **Policy concerning number of sessions per client.** Although we have no hard and fast rules about how many of your client hours should be in cases where clients were seen for longer than, just as an example, eight sessions, we will try to choose sites that do offer you diversity. We hope you will be able to see at least a few clients for 15-20 sessions, although this may not be possible at any given site. Your seeing clients for “long-term” therapy is not a goal in the training program. The majority of your client contact hours should be in the range of 3-15 sessions per client.

**VII. Student Evaluation**

Grades in practicum are assigned as either “satisfactory” or “unsatisfactory.” The grade is assigned by your practicum class instructor your on-site supervisor. At the end of each semester, your on-site supervisor will be asked to complete a written evaluation (see downloadable “Practicum Student Evaluation Form” on the Program’s webpage; also see Policy #23 (Practicum Evaluation) in our Program Policies for additional explicit rules concerning minimum performance requirements in practicum as a function of whether you are in your first year versus your second year of practicum).

A grade of “unsatisfactory” may be assigned when the student fails to meet the criteria in Policy #23, as well as for egregious underperformance in any of the evaluated dimensions on the evaluation form. Given the
complexity of judging performance in practicum, it is impossible to list all student behaviors which might result in a grade of “unsatisfactory.” These behaviors include, but are not limited to, failure to meet course requirements as stated in the course syllabus, failure to keep your supervisor appropriately informed concerning your clients, especially any high-risk situations, failure to work satisfactorily within the context of your practicum setting, failure to follow the instructions of your supervisor/instructor, or for violation of the APA’s Ethical Principles of Psychologists and Code of Conduct. If you receive a grade of “unsatisfactory,” the counseling psychology faculty will meet to determine a course of action designed to assist you in improving your skills, unless your behavior is so egregious as to merit dismissal from the program. As a minimum, the program requires that you receive a grade of “satisfactory” in each of four semesters of practicum enrollment.

VIII. Documenting Experience and Keeping Client Records

Students in practicum are required to complete the applicable portions of the most recent APPIC form which is also used for students applying for internship (form available at www.appic.org). With the approval of the DOT, you may use other systems to record your practicum activity. It is absolutely essential that you follow both agency policy as well as the APA Ethics Code in keeping records and in maintaining them. You should also consult the APA Record Keeping Guidelines. Obviously, confidentiality must be stringently observed. Furthermore, keeping complete, accurate, and timely records at your practicum site for each of your clients is a matter of good clinical practice and of ethical responsibility. Because the availability of a complete, accurate, and up-to-date file for each of your clients is an absolute must in any agency, failure to keep good client records at your site may result in serious disciplinary action. The APPIC internship form which you use to document your experience will enable both you and the counseling psychology program to have a good record of the types and numbers of clients which you have seen in your practicum experience. You will find such documentation to be of significant assistance to you as you apply for internship, state licensure, and other credentials in psychology. A pdf of the APPIC form (or approved alternative) must be submitted to the Director of Training each Semester. The APPIC form is generally understandable. However, there may be questions about special circumstances, such as how to count certain hours. If you have such questions, contact the program DOPT or DOT.

IX. Insurance

The College of Education or the University has typically purchased insurance for all students with automatic billing to student accounts.

X. Difficult Cases/Emergencies

As a matter of policy, you are required to bring, as quickly as possible, to the attention of your on-site supervisor as well as your university instructor, any case involving an expressed or implied threat to the life or property of either the client or others. You are also required to solicit assistance in any case involving the client's admission of having committed, or threat to commit, any crime, including child abuse. Students are specifically directed to bring to the attention of their on-site and university instructor any serious breach of the client-therapist boundary. Such examples include a client asking you for a date, expressing romantic interest in you, or threatening you in any way. Other cases which necessitate notifying supervisors and instructors include allegations by the client made to you or of which you become aware, suggesting that you have abandoned, mistreated, broken the confidentiality of, or romantically or sexually enticed the client. In cases of emergency, you should first attempt to contact your on-site supervisor and if he/she is not available, that person’s supervisor. Your university instructor should also be notified as soon as possible. **The cardinal rule in emergencies is to seek supervision and consultation.** It is imperative that you keep contacting supervisors (or their supervisors) and your instructor when there is any serious situation (examples include, but are not limited to, the above).
XI. On-site administrative issues
You are bound by any and all policies established by the practicum site. You should ask for a copy of the site’s policies affecting you and read these immediately. As noted above, any conflicts between on-site personnel policies and requirements levied upon you by your training program should be brought to the attention of your on-site supervisor and university instructor immediately. The Director of Practicum Training is responsible for ensuring that such potential conflicts are kept to an absolute minimum.

XII. Ethics
Your behavior, specifically in carrying out your practicum responsibilities, is to be guided at all times by the APA “Ethical Principals of Psychologists and Code of Conduct.” You are asked to bring to the attention of your university instructor any instance of unethical or unprofessional conduct at your practicum site, or among your peers, especially any activity affecting you, your clients, or the performance of your duties. The counseling psychology faculty requests that you report to your faculty advisor, or the Director of Counseling Psychology Training, or the Director of Practicum Training, or the Department Head, any unethical or unprofessional conduct on the part of your university instructor.

XIII. Your Rights/Protection
At all times, but in particular during your enrollment in practicum, we want to assure you that we are committed to protecting you appropriately. Be sure to read the policy statement concerning Discrimination and Harassment which outlines the Program's commitment to protecting you from discrimination and harassment. If you will bring problems to our attention, with your permission we will take action to end the discrimination or harassment.

XIV. Summary
These policies are designed to assist you in a number of ways. The counseling psychology faculty encourage you to make suggestions which you believe have the potential of strengthening the positive impact of the policies on your practicum experience. Your suggestions may be made to any member of the counseling psychology faculty and, in particular, the Director of Practicum Training is available to hear such suggestions. We encourage you to make use of professional workshops and other training opportunities to augment the structured experiences described by these policies.