**COUN 7910-005**

Practicum in

Counseling Psychology

***Fall 2025***

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**Department of Special Education, Rehabilitation, and Counseling**

**College of Education**

Instructor Information:

**Latifat Cabirou, PhD**

**Assistant Professor**

**3116 Education Building**

**LOC0005@auburn.edu**

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Office Hours:

**by appointment**

[calendly.com/Cabirou](http://calendly.com/Cabirou)

**This course is reserved for students enrolled in the Counseling Psychology doctoral program at Auburn University. All others require permission.**

Conceptural Framework for College  of Education. Faculty, staff and students strive to prepare and be professionals who are competent, committed, and reflective. 

**SYLLABUS**

**1. Course Number: COUN 7910-005 (3 semester hours)**

**Course Title: Practicum in Counseling Psychology**

**University: Auburn University**

**Prerequisites: 2nd year doctoral student: Auburn University COP**

**Instructor: Latifat Cabirou, PhD**

**Contact Info: 3116 Education Building (mail: 3188); LOC0005@auburn.edu**

**Class Meeting: Tuesdays 4:00-6:50pm in AUMC Conference Room**

**2. Date Syllabus Prepared:** Revised August 2021; August 2020; Jan 2020; August 2023; August 2024; August 2025

**3. Required Readings:**

[T&T] Teyber, E., & Teyber, F. H. (2017). *Interpersonal process in therapy: An integrative model* (7th ed.). Boston, MA: Cengage Learning.

Student handbook: Auburn University Counseling Psychology PhD Program (2024). Sent via email. (Specifically, section 9. Practicum, Externship, and Other Clinically-Related Policies)

Reading #1

Zubernis, L., & Snyder, M. (2016). Case Conceptualization and Effective Interventions: Assessing and Treating Mental, Emotional, and Behavioral Disorders (pp. 41-61). Sage Publications, Inc. DOI <http://dx.doi.org/10.4135/9781483399928>

Reading #2

Tufekcioglu, S., & Muran, J. C. (2015). Case formulation and the therapeutic relationship: The role of therapist self‐reflection and self‐revelation. *Journal of Clinical Psychology*, 71(5), 469-477.

**Additional Required Resources:**

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th ed)*. Washington, DC: Author.

American Psychological Association. (2010). *Ethical principles of psychologists and code of conduct.* Retrieved from <http://www.apa.org/ethics/code/principles.pdf>

State of Alabama, Board of Examiners in Psychology. (2002). *Code of Alabama: Chapter 26. Psychologists.* Author. (available online <https://law.justia.com/codes/alabama/title-34/chapter-26/>

Board of Professional Affairs, Committee on Professional Standards, American Psychological Association (1987). General guidelines for providers of psychological services. *American Psychologist, 42*, 1-12. Available through PsychInfo.

**4. Course Description:**

Initial experience in providing psychotherapy and in designing psychological interventions following assessment/evaluation.

**5. Course Objectives:**

The assumption in this course is that all students in the College of Education are working to be competent, committed, and reflective professionals. The objective of this course is to continue students’ development as a psychotherapist. Subsets of this overall objective include continued improvement in students’ ability to:

1. Awareness of your emotional reactions to clients and how that affects the therapy you provide
2. Establish rapport and a good working relationship with a client during the first session
3. Utilize the DSM to accurately identify clinical diagnoses and ability to distinguish between more and less severe psychopathology
4. Case conceptualization skills
5. Develop treatment plans that will motivate clients, reflect agreed upon and appropriate goals, and that research has shown to be effective strategies for clients identified problem(s)
6. Articulate a working theoretical orientation that is used to guide treatment with clients and integrated into the practice of working with clients
7. Awareness of danger areas with various types of clients
8. Ability to use a variety of skills with various types of clients
9. Maintain an appropriate counseling process until the client’s problems are resolved such that you demonstrate you can effectively and consistently assist clients in solving their problems, improving quality of their lives, or assisting them to better cope with their suffering
10. Awareness of how factors traditionally associated with diverse populations may influence problems presented by clients as well as how these issues may impact the way therapy is experienced by the client and should be conducted by the therapist
11. Awareness of ethical issues, and being able to deal with them professionally and ethically, in psychotherapy
12. Appreciation for clients' defenses and the ability to effectively engage clients' affect
13. Document clinical work in a way that meets the standards of the work setting, insurance companies, and state laws
14. Work cooperatively and effectively within the agency setting and develop appropriate professional relationships with mental health professionals outside the agency and other providers within and outside the agency as needed
15. Ability to use the supervisory experience to assist your client
16. Obtain a minimum of 30 hours of supervised experience providing psychological services to clients
17. Obtain a minimum of 1 hour each week of direct individual supervision from a qualified supervisor in the identified service setting; additional supervision can be provided in group or other formats

**6. Course Content** **and Schedule:**

The basic course content and schedule for our weekly 3-hour class meetings is outlined below in course requirements. This is subject to change based upon the learning needs of the class.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** | **DATE** | **CLASS TOPIC/ACTIVITIES** | **READINGS DUE** | **ASSIGNMENTS DUE** |
| 1 | Aug 19 | Course Intro. The theoretical self. Goals. Review ethics code. Schedule Presentation Assignments. |  |  |
| 2 | Aug 26 | Integrating Theory. The Interpersonal Process Approach.  Clinical cases/concerns/tape review.  Intake Assessment. | T & T Chapter 1 & 2 | Reflection Log 1   * Due Sunday before class |
| 3 | Sept 2 | Resistance. Difficult dialogues. The Relationship.  Case conceptualization and case consultation.  Clinical cases/concerns/tape review. | T & T Chapter 3 |  |
| 4 | Sept 9 | Risk Assessment & Management  Clinical cases/concerns/tape review. | Supplemental Reading 1 & 2 | Reflection Log 2   * Due Sunday before class |
| 5 | Sept 16 | Internal Focus.  Treatment Plan Development.  Clinical cases/concerns/tape review. | T & T Chapter 4 |  |
| 6 | Sept 23 | Feelings.  Clinical cases/concerns/tape review. | T&T Chapter 5 | Reflection Log 3   * Due Sunday before class |
| 7 | Sept 30 | Family Factors.  Clinical cases/concerns/tape review. | T & T Chapter 6 | Treatment Plan Presentations |
| 8 | Oct 7 | FALL BREAK | | |
| 9 | Oct 14 | Inflexible Coping.  Relational Themes.  Clinical cases/concerns/tape review. | T & T Chapter 7 & 8 | * Reflection Log 4 * Mid-Semester Hours Log Due |
| 10 | Oct 21 | Process /Ending (Termination as a process).  Clinical cases/concerns/tape review. | T & T Chapter 9 |  |
| 11 | Oct 28 | Understanding Interpersonal. Process and Theoretical Approaches generally – the search for your own. | T & T Chapter 10 | Reflection Log 5   * Due Sunday before class |
| 12 | Nov 4 | Case Presentations. |  | * Case Presentation Paper * Case Presentation 1 & 2 |
| 13 | Nov 11 | Case Presentations. |  | * Reflection Log 6 * Case Presentation 3 & 4 |
| 14 | Nov 18 | Ending (Termination as a process). |  | Case Presentation 5 |
| 15 | **Nov 25** | Thanksgiving Break | | |
| 16 | December 2 | Reflection  Clinical cases/concerns/tape review. |  | Reflection Log 7  Hours Documentation & Site Evaluation Due Dec 8 |

**\*NOTE\* SCPS policy requires that any written case presentation material be given to supervisors AND approved at least 2 weeks prior to the presentation.** As such, you should aim to COMPLETE your presentation at least 2 weeks BEFORE the due date (SCPS supervisors may require edits prior to allowing you to submit your case for course credit). Failure to give your supervisor the two weeks prior to your case presentation will not be accepted as an excuse for missed deadlines. As such, it may be wise to engage in ongoing discussions with your supervisor regarding this assignment and when they might expect your presentation for review.

**7. Course Requirements/Evaluation:**

**Preparation**: Read the handbook and practicum guidelines if you have not done so within the past 30 days, as that document serves as an addendum to the course syllabus. Also, you should review the *Ethical Principles of Psychologists and Code of Conduct* (APA, 2010). In addition to following the practicum guidelines and ethical code, you are required to carry out the responsibilities to which you are assigned at your practicum site, including reading other resources such as site manuals/handbooks, treatment manuals, and literature on clinical issues.

**Clinical and Individual Supervision Hours**: This course is a practicum placement. The schedule is to be agreed upon by the student and the identified training site but should not include less than 8 hours of on-site services per week and no more than 20 hours as agreed upon by the training site. The training site must also provide a minimum of 1 hour of on-site scheduled supervision per week with additional supervision available. Students receiving less than one hour of supervision weekly from their site should notify the instructor, who may require the student to obtain additional supervision. The training site will also provide all necessary in-service trainings required of employees and therapeutic service providers at their site.

**Group Supervision**: You are also expected to attend all class meetings as class will serve as your group supervision experience.***More than one unexcused absence*** *will result in an Unsatisfactory grade for the semester* (see Attendance policy for additional details). The 3-hour weekly class will consist of informal case/clinical discussions, formal case presentations, and periodic didactic presentations by the instructor. During informal discussion time, the highest priority will go to individuals who have a concern about a therapeutic issue. Students and the instructor will work together to determine how that time is best used in each class period. However, each student is expected to bring a consultation question/clinical issue for discussion several times. Included in evaluation of your therapy skills is my evaluation of your work in the class (which includes presenting cases for group supervision) and openness to supervision (reflected in how readily you present cases). It is expected that we will always have people ready to show tape. This informal discussion and consultation time will also serve as a forum for discussing various topics relevant to the clinical situations, such as risk of harm, ethics, multicultural issues, case conceptualization, boundary issues, transference, countertransference, self-care, etc. When discussing clients and their problems, you will be expected to know (or be willing to commit to finding out) what the literature (research and more general scholarly writings) says about the issue under discussion**. If site supervision and in-class group supervision is not sufficient to meet your training needs, you may request periodic individual meetings with the instructor.** In addition, the instructor may require periodic individual meetings if it becomes evident that you need additional supervision.

**Reflection Log (35 points total):** The reflection log should reflect an overview of the week’s assigned reading materials, the previous class’ discussions, and/or your reactions and internal experiences (thoughts and feelings) about the content of the week’s material, as well as your work with your clients. It is optimal to complete these logs after you have had time to process the class discussions and readings. Each reflection log is worth 5 points and will be graded based on the depth of your reflection and your ability to apply course material to real life events and your work as a counselor. This is a graduate, professional course, thus students are expected to display a thorough reflection of course content. Logs should be at least, one double-spaced pages in length and should be typed using Times New Roman and font size 12. **All reflections are due on Sundays at 5pm and should be submitted via Canvas**. A portion of each class will be dedicated to discussing the content of your reflection logs, so it is imperative that you submit your logs on time.

**Treatment Plan (50 points)**: The treatment plan is the roadmap that guides clients and clinicians on the journey through treatment. As such, you will submit a sample treatment plan for a client you are currently working with or have worked with in the past. This treatment plan can be used in your actual treatment of a current client if you choose to model it after a current client.

For this assignment, you will submit two things:

(1) A 25-30 minute presentation describing the process through which you developed the treatment plan. This presentation must include the following sections:

1. Section 1: Client identifying information, presenting problems (including assessment and diagnosis), previous treatments, strengths, weaknesses, and support system.
2. Section 2: Treatment plan
   1. Literature review that supports the treatment modality, interventions, and plan you’ve indicated for the client
   2. Goals and Interventions
   3. Communication with other professionals and necessary third parties
   4. Legal, Ethical, and Other Considerations

(2) The completed treatment plan using the template provided by the instructor.

**Case Presentation (100 points)**: The advancement of psychotherapy as a reproducible, teachable set of skills and knowledge requires a strong foundation in case conceptualization. As such, you will present a **45-60 min case presentation (35-minute presentation (including 10min segment of recording), 15 min discussion)** once during the term. This assignment will require you to apply your understanding of Interpersonal Process in your clinical work with one client. You must have met with the client for at least 4 sessions. You will lead a case presentation that illustrates your application of the theory and your work with this client. Your assignment must include the following components:

* 1. Identify 2-3 pieces of literature (at least 1 scholarly book and at least 1 empirically based peer-reviewed article) that will enhance your understanding of the theory application to your clinical practice, based on your client’s presenting concerns, including diagnoses and other relevant contextual information.
  2. Share a 10-minute uninterrupted segment of session tape that demonstrates your work utilizing Interpersonal Process with the client.
  3. Present your case presentation (35-45 min) to class. Your case presentation should include the components of the written section (see below). You will bring to class a bullet point version of your written case presentation for each person in the class. At the end of the class you present, you will collect these and destroy these materials at the earliest possible point in time (typically immediately after the class).
  4. The written component turned into the instructor (**4-5 double-spaced pgs**.) of the case presentation will require you to:
     1. Provide case conceptualization of the client
     2. Identify the theoretical orientation that guides your work with the client, including what you have already done in session (and specifically incorporate what you do based on the literature you consumed)
     3. Outline the progress you have made to date and your treatment goals
     4. Specify the appropriate diagnoses,
     5. Outline a treatment plan (referencing treatment goals and the theoretical orientation’s beliefs about change/growth, as well as diagnosis and cultural concerns),
     6. Discuss the major limitations of the theoretical orientation in relation to the relevant diversity/multicultural factors in your case.

**This assignment will be submitted on Canvas on the due date outlined in the course schedule.**

**Documentation and Practicum Site Evaluation**:

You are required to submit to your practicum (7910) instructor:

* a weekly log of your completed practicum hours via Tevera
* mid-semester hours report via Tevera

You are required to submit to your site supervisor, the training director, and to your instructor of practicum (7910):

* a complete log of practicum hours via Tevera
* your end-of-semester evaluation from your practicum supervisor via Tevera

It is your responsibility to provide your supervisor with advance notice of the due date for your hours log and evaluation. Waiting until the last week of class may be too late to meet this deadline. You must meet the requirements spelled out in the program policies for the minimally acceptable evaluations to pass practicum for students in their first year of practicum. These requirements are spelled out in the program policies on the COP website. **ALL record of hours and evaluations will be submitted on Tevera on the due date outlined in the course schedule.**

**Overall Course Evaluation**:

This course uses satisfactory/unsatisfactory grading. Your evaluation will depend on your performance as a therapist (including related issues such as ethics, behavior with on-site colleagues, etc.), particularly as evidenced in the tapes you play and in your descriptions of the actions you have been taking with your clients. Also considered will be your comments and behavior in class (e.g., frequency and quality of the tapes you bring to class, abilities in role play situations, comments in class, quality of your presentation, etc.). A key ingredient in your evaluation will be the evaluation form completed by your on-site supervisor near the end of the semester.

* A grade of satisfactory in the course requires all the following (no one thing can offset another requirement):
* No more than 1 unexcused absence
* The following grades on all course requirements, including
  + A grade of 85% or better on the treatment plan assignment
  + A grade of 80% (collectively) on all reflection logs
  + A grade of 85% or better on the case presentation
* Satisfactory performance in demonstration of clinical skill for your current level of training
* Satisfactory use of supervision
* Active and open involvement in class discussions
* Completion of minimum number of direct client hours (30)
* Completion of weekly individual supervision with site supervisor
* A satisfactory evaluation from your training site (see COP practicum guidelines)
* According to Program Policy #23, **in order to receive a grade of “satisfactory”** as a first-year practicum student, you must obtain ratings from your on-site supervisor which have the following characteristics
  + No dimension may be rated “unacceptable”
  + No more than two of the rated dimensions can be rated “substantially below beginning practicum student skill level” starting in spring term of
  + At least half rated dimensions must be rated “consistent with beginning practicum student skill level” or better
  + The student cannot be rated as having violated ethical principles for psychologists
* The on-site supervisor who completes the form must be a licensed psychologist in the jurisdiction where the student engaged in the clinical work and that the on-site supervisor who completes the form indicate that their evaluation is based at least in part on video-taped or live observation of the student’s work.
* An accurate submission of clinical hours and on-site evaluation from the term
* No indication of behavior that violates APA ethical standards as it relates to the student’s practicum work or participation in the practicum class.

If you are not making adequate progress to my expectation, as your practicum instructor, I will meet with you to discuss this matter. You are encouraged to schedule meetings with me to discuss your progress over the course of the semester. If you do not receive a satisfactory evaluation from your training site, you may be required to take steps towards remediation as allowed in the program manual, training site policies, ethical guidelines, and professional judgment of program faculty.

**8. Class Policy Statements:**

Canvas: All course assignments will be submitted via Canvas. Course related announcements will also be communicated via Canvas. Students are responding for checking Canvas regularly. Students have control of the notification settings in the Canvas accounts. It is recommended that students set up Canvas notifications to alert them when an announcement has been posted, an assignment is due, a grade is released, etc.

Late Assignment Policy: Late assignments are not acceptable. It is expected that you have completed all assignments by the start of class on the day assignments are due. Failure to turn an assignment in on time or missing a presentation will result in unsatisfactory completion of that course requirement, and in many instances, would mean an inability to pass the class. It is therefore imperative that students complete all course requirements on time. I reserve the right to allow exceptions to this policy, for example, in the event of an emergency.

Attendance Policy: As this is a practicum course, attendance is required. Students are expected to attend all class meetings. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. **As stated in the Course Requirements, students with more than one unexcused absence will result in an Unsatisfactory grade in this class.** After one unexcused tardy or early departure of 15 minutes or more, each subsequent tardiness or early departure will be considered an unexcused absence from class.

Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences. Students must make up the presentations scheduled on the day of excused absent within one week of the absence (by the end of the next class period) or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence).

Accommodations: Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with me about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: [ACCESSIBILITY@auburn.edu](mailto:ACCESSIBILITY@auburn.edu) or [(334) 844-2096](tel:(334)844-2096) (V/TT). The Office of Accessibility is located in Haley Center 1228.

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (<http://www.auburn.edu/student_info/student_policies/)> will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Respect: When providing feedback and consultation to other students, it is expected that you will be respectful of one another. You will be encouraged to challenge your colleagues and provide constructive feedback. This feedback from individuals who know you well is extremely valuable in improving your skills as a therapist. Your feedback should be provided in a way that communicates respect, facilitates your peers’ learning, and conveys your interest in learning from your peers. Should it be determined that your feedback is provided in a way that undermines the experiential learning in this course, you will be asked to remediate your behavior and you may be referred to the counseling psychology faculty for formal remediation.

Professionalism: The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook (Links to an external site).](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) for details of this policy. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* + - Engage in responsible and ethical professional practices
    - Contribute to collaborative learning communities
    - Demonstrate a commitment to diversity
    - Model and nurture intellectual vitality

As students enrolled in a training program accredited by the American Psychological Association, you are bound by the *Ethical Principles of Psychologists and Code of Conduct* adopted by that organization. The Student Policy eHandbook contains information on procedures to follow in the event you have an academic grievance. It also contains information about the student code of conduct. It is your responsibility to be familiar with and to follow the code of conduct in the eHandbook.

Office Hours and Clinical Emergencies: I am available by appointment. The best way to schedule an appointment with me is via [calendly.com/Cabirou](http://calendly.com/Cabirou) You can also see me after class to meet briefly. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it. **Please allow 48 hours (not including weekends and holidays) to receive responses to email messages.**

**I have made my cellphone number available in case of a clinical emergency in which your on-site supervisor cannot be reached or additional, urgent supervision is needed. That number is 773-679-9555.** It is important to note that your on-site supervisor is the first point of contact in these situations. I also offer the caveat that I may ask another supervisor to serve in my absence if I am away and cannot be reached. Please follow your site requirements and the ethical guidelines, along with Alabama (or Georgia, if applicable) state law, when dealing with client emergencies.

Course Contingency: If normal class activities are disrupted due to serious illness, emergency, or crisis situation (e.g. COVID-19 or Monkey Pox outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

AI Policy: **Not Permitted in this Course for Assignment**

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like Microsoft Copilot, ChatGPT, Claude, or Gemini for graded assignments. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty. Students may use Generative AI tools as a study tool, but be forewarned that AI tools are not trustworthy.

Mental Health

If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling [(334)844-5123](tel:+13348445123) or by stopping by their offices on the bottom floor of Haley Center or the second floor of the [Auburn University Medical Clinic.(Links to an external site).](http://auburn.edu/map/?id=150)

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call [334.844.5123](tel:+13348445123) to speak with someone. Additional information can be found at [http://wp.auburn.edu/scsLinks to an external site.](http://wp.auburn.edu/scs/)

Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course or others is urged to contact Auburn’s Basic Needs Center for support at [https://aub.ie/basicneedsLinks to an external site.](https://aub.ie/basicneeds). Furthermore, please notify me, your course instructor, if you are comfortable in doing so as this will allow me to connect you with any other known resources.

Confidentiality/Privacy: Material describing clients, particularly any information which might later help identify a client in an environment outside class, must be kept confidential, consistent with the APA ethics code. Specifics that you discuss in class about yourself and your behavior as a therapist are considered private within the scope of training, and confidential as pertains to your peers. That is to say, no member of the class is to repeat outside of class private information disclosed in class. To do so would violate the privacy rights of your peers who are disclosing in pursuit of becoming a better psychotherapist. As your group supervisor (class instructor) there are certain conditions that demand information I obtain about your clients’ behaviors and your own behavior with your clients be disclosed or otherwise discussed with others. These include the usual ones of court order, child or elder abuse, and serious threats of violence, including threatened suicide or homicide, by the client. I may also disclose to others behaviors you have engaged in or appear to be engaging in which in my opinion put your client's welfare at risk. Routine mistakes made by students in training do not demand that I disclose personal information. Should I have serious concerns about your ability to pass the class, I may discuss these concerns with colleagues to arrive at an appropriate decision for future training requirements. I also reserve the right to consult with a colleague to appropriately address clinical issues that arise (ranging from a clinical policy to a situation in which I have concerns about your or a client’s safety). Finally, during faculty meetings and/or on-site evaluations of your performance, illustrative problem areas may be discussed. As a rule, I will use common sense and sensitivity to your needs as important variables in deciding whether it is necessary to discuss with others what has transpired in class or individual meetings.

In line with confidentiality, you will need to retrieve and shred documents that you share with peers during in-class presentations. Similarly, you should appropriately store transcripts and tapes and destroy such materials as soon as possible (typically immediately after class/supervision, though you may need to review tape a few times or retain documents for training evaluation). Regarding transport of session recordings to and from your site, I require that you use a password-protected or encrypted flash drive or folder.

Sexual Misconduct Resources Statement

Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit [auburn.edu/safeharbor](http://auburn.edu/safeharbor).

**9. Justification for Graduate Credit:**

This course includes advanced content in graduate psychology education and is designed to partially meet standards for accreditation by the American Psychological Association (APA). This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. As a practicum course designed to teach knowledge and skills related to psychotherapy through the direct provision of supervised psychotherapy services, only students enrolled in the counseling psychology doctoral programs are eligible to take this course.