INTRODUCTION

This manual is designed to describe the goals, requirements, and procedures for the practicum training experience of the Institute of Clinical Psychology at Widener University. It is intended to be an adjunct to other Institute manuals, handbooks, policy statements, and memoranda.

The general guidelines described in this manual are consistent with and adopted from the training model of the National Council of School and Programs in Professional Psychology (NCSPP; Peterson et al., 1997, 2008). Through both practicum experiences and coursework, students are exposed to the six areas of competency that, according to the NCSPP model, comprise the scope of contemporary professional psychology: relationship, assessment, intervention, supervision and management, consultation and education, and research and evaluation. The faculty of the Institute has also determined that diversity training is another core competency to which all students should be exposed. In addition to adherence to the NCSPP model, these guidelines are also consistent with American Psychological Association accreditation standards and Ethical Guidelines. Specific procedural aspects contained in this manual may vary somewhat from year to year. Students, faculty, and participating agencies will be notified of such changes in separate memoranda from the Director of Practicum Training.

The graduate program leading to the Doctor of Psychology (Psy.D.) provides the students with five years of intensive professional training in clinical psychology and embraces a scholar-clinician model. Clinical training is a central component in the Institute’s mission to educate professional psychologists. Direct contact with clients, health care delivery systems, practicing psychologists and other professionals offers the student the best opportunity for knowledge and skill development. The first three years of clinical training comprise the practicum experience; the final two years are devoted to internship training. It is through these various clinical placements that the student will begin to translate academic knowledge into the solution of real life problems at the individual, group, and institutional level.

The hallmark of the Institute’s training program in clinical psychology is that fieldwork occurs simultaneously with full-time course work during each of the five years. The concurrence of academic and field components enables the integration of the knowledge of theory and research with practical experience. The over-arching goal of this program is to train students to be excellent generalist professional psychologists. During the first three years of training, students have practicum placements two days per week. These experiences provide students with the formative opportunities to acquire many of the skills of the professional psychologist.

As noted, the keystone of the Psy.D. program is the balance between didactic and practical or applied experience. The goal is to combine the sound psychological knowledge base of the classroom with supervised practice in a variety of settings. Throughout the students’ five years of training, he or she is provided with opportunities
to bring together theory and practice through an integrative learning process. The most significant learning occurs through a balance of the academic with the experiential.

The goal of the practicum experience is to provide each student with the breadth and depth of experience necessary to prepare them for internship. This breadth and depth is accomplished by providing a range of different practicum sites and by assuring quality supervision. It is crucial that each student’s training encompass diversity on several levels, including setting, population, presenting problems, and level or type of intervention. Settings may include hospitals, mental health clinics, college counseling centers, and private practices. Populations may be diverse may virtue of age, gender, race, ethnicity, sexual orientation, physical disability, socio-economic status, or diagnostic category. Levels of intervention range from the individual, to the couple or family, and to the group or system.

The doctoral program seeks to train students as generalists. To that end, the program requires that, over the five years, students are placed in a range of different settings and work with a diverse set of patient populations. The program requires that at least one year be spent in the following clinical circumstances:
(a) service to a child/adolescent population;
(b) service to an adult population;
(c) service in an inpatient setting;
(d) service in an outpatient setting;
(e) service in a setting emphasizing assessment activities;
(f) service in a setting emphasizing psychotherapy activities; and
(g) service to a special needs population.
• A special needs population includes children less than five years old, adults over 65 years old, individuals dually diagnosed with substance and mental health issues or with developmental disabilities and mental health issues, incarcerated individuals, sex offenders, chronically mentally ill clients, clients with autism, eating disordered clients in an inpatient setting and neuropsychological client groups.

In this fashion, the student will acquire a broad range of supervised clinical experiences and be exposed to a wide range of roles, settings, populations, clients, clinical problems, and techniques. Students will likewise be exposed to a wide range of accepted theories and a diversity of theoretical viewpoints. The multi-theoretic nature of psychology should become clear as each student moves through his or her clinical assignments.

As well as providing for ethical and professional socialization within the field of psychology, the practicum experience is designed in many ways to complement the coursework. The student is provided opportunities for supervised practice in the areas studied in courses and in seminars. In turn, the student presents case material from his or her practicum rotation to enrich the classroom experience.
DIRECTOR OF PRACTICUM

The Institute’s Director of Practicum provides leadership for the practicum system. It is this individual who holds ultimate responsibility and authority for the continued development, implementation, and oversight of the practicum system. The Director of Practicum Training reports to the Director of the Institute for Graduate Clinical Psychology.

The Director of Practicum provides both students and training agency representatives with guidelines that furnish details regarding the Institute’s expectations for clinical training. Through oversight of the site visit process, the Director of Practicum also monitors compliance with these guidelines.

The Director of Practicum serves as the liaison between the Institute and the practicum agencies. This individual is available for consultation with agencies wishing to develop training programs for the Institute’s students, and approves all practicum arrangements on behalf of the program. The Director of Practicum develops and disseminates the policies and procedures pertaining to the practicum, as well as interpreting and applying those policies to specific cases.

The Director of Practicum also serves as the liaison between the students and the practicum sites. This individual holds an informational meeting for students the first Tuesday in December to review requirements and procedures and an overview of the expected rotation opportunities for the next academic year, and also maintains regular, weekly office hours to meet with students individually as needed.

COMMITTEE ON INTERNSHIP AND PRACTICUM TRAINING

This committee oversees the development and maintenance of the internship and practicum system, facilitating the integration of the didactic and the experiential. The variety of experiences, quality control, and student response to rotations will be reviewed by this Committee with the objective of maintaining high standards and improving the system. The Committee also has a role in the selection of the supervisor awardees and the planning of the supervisors’ retreat.

The Committee on Internship and Practicum Training is composed of the Director of Internship Training, the Director of Practicum Training, a field supervisor, two-at-large faculty members, and five student representatives, one from each of the five years of training. The students will be elected by the Student Forum or appointed by the President of the Student Forum. The Chair of the Committee will be the Directors of Internship and Practicum Training in alternating years.
DISTINCTION BETWEEN PRACTICUM AND INTERNSHIP

There is a clear distinction between the practicum and internship experiences. The three practica years are devoted to basic skill acquisition in the areas of assessment and psychotherapy. The practicum sites are to serve as laboratory settings that allow students the opportunity for mastering the fundamental skills and knowledge being taught in the introductory courses in psychopathology, assessment, and intervention. The internship experience follows from both this practicum experience and the successful completion of the qualifying comprehensive examination. Internship training requires more responsibility on the part of the students, with interns viewed as junior colleagues who perform, under supervision, all the duties of staff psychologists. The internship years are designed to prepare the students for the assumption of an autonomous professional role by allowing for the participation in the full repertoire of activities in which psychologists engage. Interns are expected to refine and to coordinate the skills acquired in the first three years of practicum training, as well as to acquire new skills that are specifically related to supervision, care management, decision making, and treatment team leadership.

PRACTICUM INFORMATION

SITES

All practicum settings have a formal affiliation with the Institute. They are agencies that consider training one of their major functions and provide the students the opportunity for planned and supervised professional activities. They also provide for additional learning experiences in which students can see how psychologists interact in professional settings and those in which the clinical experience can be augmented by a didactic component. Team meetings, case conferences, classes, grand rounds, group supervision, and seminars are all possible learning opportunities. The Director of Practicum recognizes the twin needs for on-going stability of the practicum system and the necessity for flexibility regarding the development of new and sometimes better sites.

PLACEMENT PROCESS

Selecting a practicum site is an important and careful process that works best when everyone is an active and knowledgeable participant. Each year, placements are requested to complete a Descriptive Outline (Appendix A) that provides a description of the patient population, the major training activities, the goals of the training experience, and the resources for supervision. Additionally, students are asked to complete Agency Information forms (Appendix B) that allow for individual comments regarding their experiences at a particular site. Collectively, this information is contained in three identical manuals at the Institute. After Winter Break each year, current first and second year students receive a tentative list of practicum sites for the following academic year. Students are encouraged to review the resources mentioned above, as well as talk with
their faculty advisors, as they begin to consider which sites might best meet their training needs. After each student indicates his or her top five choices for a practicum site on the Interview Preference form (Appendix C), the Director of Practicum assigns each student five sites for interviews. The interviews provide an opportunity for both the agency supervisors and the students to consider compatibility along a number of important dimensions. Based on the rankings (Appendices D and E) that result, placement assignments are made. This entire process takes about three months. It occasionally occurs that a student’s site may fail to materialize, usually due to financial problems on the part of the site. If this occurs, the Director of Practicum meets individually with the student to discuss additional options. For second year students participating in the School Psychology concentration, the placement process proceeds in a similar fashion, though only school sites are considered. These sites are reviewed in the spring School Psychology course and interview assignments are made in conjunction with the faculty coordinator of this track. For entering first year students, practicum placements are assigned by the Director of Practicum based on information obtained from an interest and experience questionnaire (Appendix F) and from individual meetings in May held prior to enrollment in the program in the fall.

Any student who receives two or more scores of five or six on their Interview Forms will be reviewed in a faculty meeting. If a student is currently on probation in the program, such a faculty review may be cause for termination from the program. In other cases, a remediation plan may be developed – to address, for example, weaknesses in interviewing skills. Students are not guaranteed a practicum placement until the remediation plan has been completed. Likewise, students will not be considered for placement unless they interview at all sites to which they were assigned.

**TIME COMMITMENT**

The practicum proceeds for 16 hours per week (generally two days) over a nine-month academic period, resulting in over 500 hours of on-site experience each year. Placements begin the Monday following Labor Day and continue through the Friday before Memorial Day in May. Depending on a student’s year in the program, practicum days are Monday, Wednesday, or Friday. Other arrangements may be made with the training site, but they cannot interfere with the class schedule. All changes must first be cleared with the Director of Practicum Training. Vacation days are scheduled for Thanksgiving and the Friday following, two continuous weeks at Christmas/New Year (including Christmas Day and New Year’s Day) and one week for Spring Recess (March). In agencies that are closed at specific times (e.g., schools closed for Christmas week or their own spring break), those periods will constitute students’ vacations.

**TRAINING GOALS**

To facilitate the training process, students and supervisors are to complete the Clinical Training Plan form (Appendix G) by mid-October of each year. In addition to the goals articulated each year between the student and the training site, the Institute has identified minimum standards for assessment and therapy to be achieved by the middle of
the third year. Meeting these standards will allow each student to be prepared for the advanced training status of the intern. The obligation to achieve these standards is that of the student, but each training site is encouraged to help students move toward completion of these goals. The following practicum requirements are to be completed by the end of the third year in the program:

(a) minimum of six (6) psychological batteries with written reports. A battery is defined as two or more measures administered in response to a referral question with a write-up that meets the needs of the site; and
(b) two (2) long-term (6 months or more) therapy cases. One of the cases can be in a group format, even if the members of the group change over the 6 month time period.

Students must submit documentation, signed by a supervisor, of when and where these experiences occurred. This documentation may be attached as an Appendix (Appendix I) to the year-end evaluation.

SUPERVISION

A minimum of two (2) hours of face-to-face supervision is required for each practicum student each week. One of these hours must be individual supervision. The other supervisory hour may be of an individual or group format. If group supervision is used, the supervisory group must be small enough and last a sufficient amount of time so that each group member has a chance to regularly present and receive feedback on his or her work. Beyond these two hours, additional learning experiences such as case conferences, staff meetings, seminars, and inservice training should be available to the student. It is equally acceptable that both hours of supervision be provided by the same supervisor or that each of the hours be provided by different supervisors. One supervisor, however, must be a licensed psychologist. The other supervisors may be from a discipline other than psychology, but they should have licensure in their field. Back-up supervision must be provided when the supervisor is on vacation or absent due to prolonged illness. Cancelled supervision times should be re-scheduled. In addition to on-site supervision, students are actively encouraged to request an outside supervisor. Such a request should in no way be assumed to reflect negatively on the supervision a student is receiving at that site. Instead, such arrangements are intended solely to enhance the student’s learning experience. At all times, the on-site supervisor retains primary case management responsibility for the student’s clinical duties. The core faculty of the Institute is available to provide such outside supervision, as are a large number of adjunct faculty members. The Administrative Assistant to the Director of Practicum Training can provide students with the necessary forms to make such a request (Appendix H). Also, second year interns provide supervision for practicum students at many training sites.

ETHICS

All student work and training is to be performed within the parameters of American Psychological Association Ethical Principles of Psychologists (e.g., APA
Supervisors work with each student in the practical, real-life situations of the practicum site to aid the student in the further understanding of ethical practice and to promote ethical behavior. It is critical that the agencies involved in training students adhere to the highest standards of ethical professional practice, and impart these standards to the students in training. In very practical, meaningful ways, practicum sites and students should be familiar with the APA Ethical Principles of Psychologists and the laws of the state in which the site is located, and are expected to practice in accord with these.

**ATTENDANCE**

Students are allowed no more than two (2) absences during the course of a practicum assignment. This does not include the scheduled vacations noted in TIME COMMITMENT above, but does include absences due to illnesses or inclement weather. Absences in excess of those permitted must be made up either through the use of vacation or holidays or by working previously unscheduled days. The time should be agreeable to both the site supervisor and the student. The Director of Practicum Training should be informed of such arrangements. In the case of a prolonged illness, a plan for reducing the time and/or making up the time must be developed by the site supervisor and the student and approved by the Director of Practicum Training.

Occasionally, there may be a training event scheduled at the Institute that falls on a placement day. Sites are asked to release students from their placement obligations so that they might participate. The staff of the Institute will attempt to provide as much notice as possible of such an occurrence so that site supervisors can plan for a student’s absence.

**EVALUATIONS**

Each supervisor evaluates the student(s) under his or her supervision and communicates this information directly to the student for discussion and comment. Twice each year, supervisors are asked to submit written evaluations (Appendix I) of the practicum student to the Institute. However, it is the expectation that the student is not surprised by this feedback, but that he or she has been obtaining this information over the course of the supervisory sessions. Each student is likewise given the opportunity to evaluate the supervisor and the agency (Appendix J). This evaluation is not necessarily shared with the site supervisor, though the student may do so if he or she chooses to do so. The purpose of this latter evaluation is to improve the quality of training experiences for students. A poor site evaluation will be addressed by a meeting between the student and the Director of Practicum Training, with permission obtained for follow-up with the site in question. Additionally, these student evaluations of sites will also be reviewed by the Practicum and Internship Committee and will otherwise be held confidential. The supervisor evaluation of the student will be reviewed by the student’s advisor and by the Director of Practicum Training and will otherwise be held confidential. As with
supervision provided on-site, outside supervisors and the students they supervise are encouraged to complete evaluations as well (Appendices K, L, M).

Students’ behavior in the practicum sites is extremely important. While clinical skills develop over the years in the program, students are expected to be professional in their conduct throughout their involvement in the program. An incident or pattern of behavior may lead site supervisors to lodge a negative evaluation in the student’s semi-annual evaluation. In extreme cases, a documented program of remediation will be developed for the student in conjunction with the site supervisors. However, if infractions are severe or persistent, the core faculty of the Institute will review students for possible dismissal.

**WORK LOAD**

Because of the training mission of the practicum experience, students should have adequate time to reflect upon their experience and obtain supervision. In general, students should spend no more than 50% of the practicum time in direct patient care. However, sites with high “no show” rates may find that students need to be scheduled at greater than 50% of their time on site in order to achieve this 50% direct patient contact goal. Students must be allowed a lunch or dinner break, depending on their hours at the practicum site.

**SPECIFIC POLICIES**

(A) *Practicum and paid professional position at the same site.* Students are expected to do their practicum at agencies other than the one in which they are currently employed or have been employed in the past.

(B) *Practicum at same site for more than one year.* It is essential that students be exposed to a variety of training experiences, including varying theoretical perspectives, intervention techniques, populations, supervisors, and different service delivery systems. Thus, it is normally expected that students will do each practicum at a different site. However, occasionally certain agencies may be able to provide enough breadth of experience that would allow a student to remain at an agency for a second year. A student wishing to remain at the same practicum site for a second year must discuss this plan with the Director of Practicum Training and receive approval for such a request.

(C) *Practicum requirements.* Practicum requirements must be met at IGCP affiliated practicum rotations or through approved volunteer activities. The requirements cannot be met through paid clinical work outside of the program.

(D) *Dual relationships with supervisors.* It is unethical for students to receive practicum supervision from persons with whom they relate in some other capacity. This includes receiving supervision from a therapist, spouse, close
relative, friend, and employer or employee. If the student discovers that such a relationship exists, the Director of Practicum Training should be contacted so that she can help the student make alternate arrangements.

(E) *Grievance Policy and Resolution of conflicts.* Clearly the best way to resolve difficulties which may arise is for the issue to be worked out between the student and the agency. Should any problem arise which cannot be resolved in this fashion, the Director of Practicum Training should be contacted. If necessary, the Director of Practicum Training will, with the student’s permission, perform an informal investigation, which may include interviewing the parties involved, or any party who has evidence concerning the validity of the complaint. If this informal investigation fails to lead to the resolution of the grievance, the Director of Practicum Training will assist the grievant in formulating a plan of action. This plan of action may take the form of utilizing the grievance procedure within the agency. If such procedures are used and are unsuccessful in resolving the complaint in the eyes of the student, then the Internship and Practicum Programs’ Grievance Panel will review the complaint. Such a review is formal and requires a written complaint on the part of the student. The Grievance Panel is composed of the members of the Internship and Practicum Committee and one additional faculty member, typically the student’s advisor. If the advisor is already on the panel, a member will be chosen randomly from the faculty. The Grievance Panel will render a decision about the complaint that will be communicated in writing to all parties involved. If the decision involves the withdrawal of the practicum student from the site, or if the student wishes to make an appeal, the complaint will be reviewed by the Associate Dean and Director of the Institute. Final appeals may be made to the Dean of the School of Human Professions, and then to the SHSP Academic Council. In case of questions, Widener University’s *Graduate Student Handbook* may be referenced for further details.

(F) *Professional Liability Insurance.* All graduate students are required to carry professional liability insurance. Students are required to enroll in a plan at the time of registration for their first semester of training. This liability insurance policy provides protection for the student only while he or she is attending the doctoral program and while he or she is on a practicum placement. The policy does not cover the student while engaging in non-school related professional activities.

(G) *Diversity of practicum sites.* As part of their training in clinical psychology, all doctoral clinical psychology students can be expected to be exposed to a wide diversity of individuals seeking services. These individuals, likewise, will be encountered in an extensive variety of settings, including inpatient and outpatient settings, schools, community organizations, and private homes. These practicum sites represent the broad assortment of domains in which psychologists provide services in response to needs expressed in the
community. In order to provide adequate breadth and depth of practical clinical experiences, students are expected to complete their interviews and clinical training at all sites as assigned. The faculty and staff of the Institute are dedicated to providing doctoral students with appropriate safeguards to insure safety. Recognizing the potential danger factors in clinical work with any individual or group of individuals (no matter the setting), safeguards at each site will be developed in consultation the Director of Practicum Training. These safeguards may include personal safety training opportunities, escort services, or the development of “buddy systems” when the clinical rotation involves in-home contact.

(H) Testing of Students. Institute policy prohibits the testing of practicum students by other students at the training placements. Likewise, practicum supervisors at the sites are prohibited from completing psychological evaluations of the practicum students and from administering individual tests.

(I) Participation in Research. Any research study in which a practicum student participates must complete a review by and receive authorization from an Internal Review Board (IRB). If an IRB does not exist at the practicum site, the project must be reviewed by Widener University’s IRB. If the student is a principal investigator, the project must be reviewed by Widener’s IRB even if the project has been reviewed at the field site. Copies of the documentation of the IRB review should be submitted for inclusion in the student’s file at the Institute.

(J) Operating within roles appropriate to training. All practicum students are expected to engage in appropriate professional behavior. Practicum sites should neither expect nor require students to operate outside of roles appropriate to their training. For example, students may not be requested or expected to transport patients or provide personal care for patients.

(K) Presentation of Case Material. All case material presented at the Institute should be appropriately disguised in order to maintain the confidentiality of the parties involved.

(L) Human Resource matters. Practicum sites require a variety of site specific clearances, such as a current child abuse clearances. A few sites require the Director of Practicum to acknowledge receipt of and review of student medical data such as the results of urine drug screens, reports of physical examinations, and statement of immunization history. Such student medical data is maintained confidentially and stored securely. A student who is unable to meet such human resource requirements for placement at a site may require re-assignment. At times, this need for re-assignment may require a faculty review of the student.
LINKAGE BETWEEN THE INSTITUTE AND THE PRACTICUM

The Director of Practicum Training is available to both students and site supervisors for consultation and problem solving. She regularly solicits current information on the practicum sites and students’ training experiences at those sites. This information is obtained from a variety of sources, including: site description forms completed by the supervisors, agency information forms completed by the students, faculty site visits, student representative reports to the Internship and Practicum Committee, and individual meetings with students. The annual Supervisors’ Day provides further opportunity for gathering information about practicum sites and supervisors. (Each site supervisor receives a faculty appointment as an adjunct assistant professor and is regularly invited to attend continuing education lecture hosted by the Institute.) In addition, as will be discussed, Faculty Advisors track each student’s practicum experiences along with other aspects of each student’s progress in the program.

SITE VISITS

Each practicum site is visited bi-annually by a core faculty member. If problems emerge at a site, additional visits may be necessary. During each visit, the faculty member will meet both with the key supervising psychologist and with students assigned to that practicum site. From these meetings, they will complete a report (Appendix J) that will be reviewed by the Director of Practicum Training. The Director may request that the practicum site make certain changes based upon the faculty member’s recommendations. However, if the needed changes are relatively minor, the faculty person may address these at the time of the site visit. If a student feels that a problem at a practicum site needs immediate attention, a site visit can be scheduled at a sooner date. Students know early in each academic year who is assigned to complete the site visit at each training site.

PRE-PRACTICUM SEMINAR

Each year, students indicate that the first practicum experience raises many questions ranging from the basics such as “What do I say to my supervisor?” to more significant issues of professional practice and ethical concerns. This seminar is designed to encourage discussion of issues such as confidentiality, establishing trust, and ethical concerns, as well as to provide an opportunity to learn about the variety of placement sites from fellow classmates. This seminar meets in the weeks before the first practicum rotation begins and also offers an opportunity to review with the entering students the Policies and Procedures of the Institute.
PROFESSIONAL SEMINARS

At the beginning of training, all students are assigned a faculty advisor who has a special responsibility in assisting that student in their pursuit of training. This advisor will monitor both the academic and field placement performance of each student assigned to him or her. Twice each semester, professional seminars are led by these faculty advisors, allowing the students and the faculty to examine the practicum experience and relate it to both program and professional objectives. These seminars are a key component in the graduate student’s professional socialization in clinical psychology. The professional seminar should also serve as a basic support group for the graduate students and, ideally, provide interpersonal feedback. Such small group experiences serve an important joining and socialization function for entering students in particular, facilitating them in becoming graduate students. In addition to allowing the core faculty to monitor students’ progress, these seminars also aid the students with the integration between themselves, their academic, and their clinical work. In addition to these professional seminars, practicum students meet in smaller groups with each member of the faculty at least once in their first three years in the program to discuss the students’ practicum experience and how that might be viewed through the lens of the faculty member’s area of specialty. For example, with one faculty member a discussion might be held regarding organizational aspects, while with other faculty members the discussion might focus on cross cultural issues or spirituality.

OTHER ISSUES

PERSONAL PROBLEMS

It is sometimes the case that personal problems interfere with one’s functioning as a student and psychologist-in-training. As stated in the American Psychological Association Guidelines, it is the student’s responsibility to recognize when such difficulties are interfering with their performance. Further, it is the student’s responsibility to refrain from professional activities if their performance is impaired and those whom they are serving might be harmed. In such a situation, the student’s advisor should be consulted and, in conjunction with the Director of Practicum Training, a plan for intervention be developed. If a serious problem is observed at the placement, the program can strongly recommend a psychological assessment of the student, psychotherapy, or both; a remediation plan may be developed as part of such a recommendation. Of course, the professionals performing these services should be in no training relationship to the student (e.g., not a core member of the Institute’s faculty).

PERSONAL THERAPY

Graduate students at the Institute may wish to seek their own psychotherapy during their training and are encouraged to do so. In some instances, therapy may be
recommended to students to help resolve issues that seem to interfere with personal or professional development or functioning. However, it is not appropriate for faculty members of the Institute, supervisors at practicum sites, senior graduate students, or any other mental health professionals connected to the Institute with whom students could have a dual relationship to act as psychotherapists of our students. Arrangements have been made with area professional groups for the provision of reduced fee psychotherapy for students enrolled in the Institute.

**CONCLUSION**

This Practicum Manual has been designed to address many of the questions and issues that commonly arise. If you have a special question or concern regarding practicum training, please contact the Director of Practicum Training. Issues not covered by this manual may be addressed in other relevant handbooks and manuals, such as the Internship Manual and the University or Institute Student Manuals.