

Training Handbook
Training Year 2025-2026
Revised Fall 2025

**Ball State University Counseling Center
Training Program**

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Ball State University Counseling Center Training Program

Introduction

The purpose of this Training Handbook is to describe the Counseling Center and the training program and to provide information and guidelines regarding the policies and functioning of the training program. It is considered the Counseling Center's official training policy document.

This handbook is written as a service to trainees and clinical staff and is designed to be revised as needed. Feedback and/or comments about its format and contents is welcome, and is submitted to the Training Director. All feedback is reviewed and changes are made as determined necessary.

Ball State University Counseling Center Training Program

Counseling Center

The Counseling Center provides a full range of counseling, individual and group therapy, objective assessment services as well as outreach, consultation, and prevention services to a population of university students primarily from a variety of rural, small town, and urban Midwestern settings. There is a developmental emphasis in the training programs. Psychology doctoral externs, psychology master's interns, and social work master's interns are referred to as "trainees" throughout the remainder of the handbook unless otherwise specified. Trainees are supervised by a skilled staff of licensed and postdoctoral behavioral health providers and by psychology doctoral interns with significant clinical experience. The staff and psychology doctoral interns are committed to supporting and mentoring trainees into the profession and responding to the transitional and developmental issues of trainees in behavioral health. Training is provided in the areas including diversity issues, crisis intervention, suicide assessment and treatment, psychoeducational group, outreach and consultation, diagnosis, and other clinical and professional issues.

The environment at the Counseling Center is supportive and collaborative as well as professional. A strong emphasis is placed on providing trainees with the professional training needed for the development of the integration between personal and professional identities.

How We Do Our Work

The Counseling Center is here to help students grow and thrive. Identities, history, and experiences continuously shape each individual and the world. Therefore, we provide training, prevention, support, and behavioral health care that is responsive to each person's unique experiences so that students can live fulfilling and socially responsible lives.

The Environment We Create

At the Ball State University Counseling Center, we are committed to creating a safe and welcoming environment where individuals from all backgrounds feel valued and respected. We strive to create a space where individuals feel comfortable expressing themselves and their concerns without fear of judgment or discrimination. We acknowledge the unique experiences and perspectives that each individual brings to our center and are committed to providing supportive services to all. We welcome feedback from our clients and the broader community to help us continually improve our services.

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Training Program

The Training Program is committed to the value of diversity and the richness of human differences. Our service and training mission requires that people of all backgrounds be able to use our resources with the expectation of respectful, non-prejudicial treatment and service. In particular, the Center recognizes that stereotypes, prejudice, and discrimination based on gender, ethnicity, race, culture, sexual orientation, age, religious beliefs, socioeconomic class, and differing abilities affects counseling, training, and programming practices in the behavioral health field. Thus, our policies and procedures, as well as our activities, associations, and interactions with the campus community, reflect and promote the dignity and worth of each individual and the value and strength of diversity in the community. Staff is committed to addressing issues of prejudice, discrimination and oppression and the effect of those issues on the lives of the individuals served and trained. The Counseling Center is considered a "safe" environment on the Ball State campus, and both staff and trainees are expected to contribute to and be affirmative in support of that safety.

An expectation of the training program is that both clinical staff and trainees are committed to the social values of respect for diversity, inclusion, and equity. Further, clinical staff and trainees are expected to commit to the use of critical thinking and self-examination to increase personal awareness of those prejudices or biases (and the assumptions on which they are based) and to evaluate their perspectives based on available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Trainees and staff are expected to demonstrate a genuine desire to examine one's own attitudes, assumptions, behaviors, and values and to learn to work effectively within a diverse context. Trainees are engaged in a manner that is inclusive and respectful of their multiple cultural identities and are expected to examine their own biases and prejudices in the course of their interactions. Trainees are expected to engage in personal introspection regarding their life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Training staff are also expected to commit to lifelong learning relative to multicultural competence.

Training Philosophy

The Counseling Center staff is diverse in professional training and theoretical orientations, although there are shared values related to anti-racism, social justice, and inclusion. Core values of diversity and social justice are also embedded in each aspect of the Counseling Center. Each trainee is viewed as a cultural being whose background and social locations closely influence their clinical development as well as their personal and professional identities. As a part of professional development, supervisors assist trainees in increasing their sensitivity to, knowledge of, and professional competency in awareness of the influence of identities, both their own and others, in the counseling process. Self-reflection and self-examination of a their own cultural and diverse backgrounds, worldviews, and interactions and relationships with clients and supervisees is emphasized. Integrating diversity, multiculturalism, and social justice into supervision is a significant part of the training experience.

The Counseling Center is committed to providing generalist training that facilitates trainee growth and competence. The training program integrates the application of current scientific and cultural knowledge, principles, and theories in the provision of professional services, including services that are preventive, developmental, and therapeutic. Counseling Center services range from crisis intervention to more routine individual and group therapy settings. Trainees learn to apply their skills within an environment that emphasizes cultural competence and humility. Training related to ethical, legal, and multicultural/diversity issues is infused throughout the program.

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The training program approaches the training experience from a generalist perspective with a developmental focus acknowledging the transitions a trainee experiences as they transition from a student identity to developing their identity as an emerging practitioner. Within a system that provides both support and challenge, trainees are encouraged and supported in effectively addressing these developmental transitions throughout the training year. Trainees are also challenged and invited to expand their repertoire of skills and their basic competencies. As a means of achieving this end, the clinical training staff provide trainees with the necessary supervision and support to meet their personal goals and the goals of the training program.

Trainees receive support in their personal and professional development and staff members work with trainees in building the scaffolding to provide the support for their development. This training model allows trainees to approach their professional development at an individual pace, assuming increasingly independent responsibility throughout the year. At all times, the program supports trainees in exploring both the personal and professional issues that emerge in this process. With the integration of both their personal and professional identities, trainees are able to evolve into maturing practitioners and to implement their own vision of their professional identity.

The training program policy is open-door for trainees at all times. Clinical staff provide direct feedback to trainees in support of their strengths, challenges, and developmental edges. In addition, evaluations of trainees are provided with the purpose of enhancing trainee growth and development, and providing clinical supervisors with information regarding focused areas of growth for the trainee. The evaluation process also provides the training program and the training director the ability to assist trainees in modifying or developing skills or behaviors necessary for their professional development.

In summary, diversity and social justice awareness is embedded throughout the training process. Each trainee is viewed as a cultural being whose backgrounds and social locations closely influence their developmental level and personal and professional identities. Close attention is paid to the intersections between trainee diversity and cultural background and professional training.

Training Values

Under the training philosophy and its developmental/mentoring practitioner model, several essential values are emphasized in the training program. It is important to note that diversity and social justice perspective is embedded in the training model and values.

1. There is a process of reciprocal teaching/learning in the training program whereby the trainee acquires the skills and competencies necessary to become supervisors and/or mentors of other trainees. Both trainees and staff have roles as learners and teachers.
2. There is the belief that different theoretical approaches contribute to the processes which lead to the development of integrated and effective treatment, effective developmental/preventive programming, consultation, and effective training methods.
3. "Trainees-as-learners" and "staff-as-teachers" are terms that describe the early stages of the training process. Trainees proceed through a developmental process where they are seen as emerging professionals and finally, as independent professionals and professional colleagues.
4. The training program incorporates an awareness of developmental stages into the training experience and acknowledges that these stages involve numerous transitions. The stresses of these transitions are a part of the normal developmental growth of trainees and are explored and integrated.

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5. The Counseling Center and its clinical staff value and are committed to diversity and an appreciation of individual and cultural differences. This value and commitment is incorporated into the training experience.
6. Collaboration, as well as independent functioning, is valued in the role of the provider. Trainees function within a collegial atmosphere that emphasizes teamwork and cooperation. Learning occurs when trainees share their successes and struggles openly within the trainee group and provide each other with supportive and challenging feedback.
7. The creation of a supportive climate for reciprocal and ongoing feedback and evaluation is necessary to foster the personal and professional growth of trainees and staff, the ongoing relevance, and vitality of the training program, and the effectiveness of the Counseling Center programs.

Training and Process Group Programming

Group Programming is a significant aspect of Counseling Center services offered to meet the needs of our students. Psychology doctoral Interns co-facilitate a process group during the fall and spring semester with a clinical staff member. Other training cohorts may have opportunities to participate in process groups and/or psycho-educational groups as part of their training experience. These opportunities are dependent upon the needs of the Center, schedule availability, and trainee interest and training goals.

Training and Outreach Programming

Trainees are expected to actively participate in outreach programming during their training placement and are provided multiple opportunities to volunteer throughout the year, both during and after regular office hours. The Associate Director for Prevention and Wellness coordinates staffing of all outreach requests. Assignment to specific outreach opportunities is dependent upon Counseling Center needs and trainee interests. Required minimum outreach hours are determined at the beginning of each training year and discussed and documented with each trainee during orientation.

Trainees are encouraged to volunteer for outreach programs starting early in their training placement to gain more experience with consultation and prevention services as well as accrue direct service hours. Trainees are expected to participate in a minimum of 15 hours of outreach during their training placement. **Ten of these hours are required during the first semester of the training placement and the remaining 5 are completed prior to completion of the placement** (20 hours is recommended for accumulating direct service hours for licensure). The Associate Director for Prevention and Wellness provides information regarding available outreach options for trainees to consider. Trainees are responsible for volunteering and scheduling their participation. **Outreach programming and events may occur outside of trainee scheduled hours in the center.**

Trainees are allowed to participate in virtual outreach programming from a home environment if the trainee has access to a quiet and confidential place from which to participate. The option to participate from home is for outreach programming only and does not pertain to outreach groups/support groups that have a different level of confidentiality. Questions and/or permission to participate remotely in outreach is determined by the Associate Director for Prevention and Wellness and is required prior to the outreach programming.

Psychology Doctoral Interns:

As a part of the training year experience, psychology doctoral interns develop and implement an outreach program in coordination with the Associate Director for Wellness and Prevention and the training director.

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Limits of Confidentiality in Training

Respect for the relationship between supervisors and trainees is taken seriously in the training program. Supervisors attempt to make the supervisory relationship a safe place in which trainees explore and develop as a professional in a training atmosphere that supports as well as challenges the trainee toward growth. This is the ultimate goal of training. Clinical supervisors recognize the natural conflict between this training goal and the requirement for evaluation of the trainee. Clinical training staff attempts to establish a balance between encouraging the development of trust and care in the supervisory relationship and providing trainees with helpful feedback about clinical and professional concerns.

While the privacy of the supervisory relationship is respected, the training program and clinical training staff cannot, and professionally should not, promise absolute confidentiality in training. Clinical supervisors are obligated to do their best to protect the personal disclosures of their supervisees and avoid the disclosure of the details regarding the trainee personal experience, if possible. The same is also true in other training activities throughout the course of the training program. Training staff are encouraged throughout the year to discuss these limits their navigation of these boundaries in different training settings.

When issues arise, the training program and the relevant clinical staff are required to examine whether these concerns affect trainee professional and clinical functioning. Any trainee receiving supervision of their clinical work and their clinical supervisor are required to initially explore their concerns in supervision. Should there be continued concerns affecting trainee clinical work and/or professional performance, the training director, the relevant program coordinator, and relevant supervisor discuss the concerns and develop interventions for an appropriate response. Typically, this information is shared with the trainee by the training director, the program coordinator, and the supervisor.

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Supervision

The Counseling Center training program places a strong emphasis on supervision as a part of trainee development. Supervision provides opportunities for professional socialization and assessment of trainee competence, and for the recognition and processing of subtle, nonverbal, and emotional or affective cues and interactions. Supervision also provides for the assessment of essential aspects of trainee professional development, for ensuring quality of abilities, and for protecting the public.

All trainees in the training program at the Counseling Center receive at least the required minimum hours required by their academic programs, accrediting agencies, and state licensure requirements. All trainees receive a minimum of two hours of individual face-to-face supervision each week from an appropriately licensed provider. All trainees receive an additional one to two hours of group supervision each week depending on their training cohort. Trainees may receive additional supervision based on their rotation or individual training plans.

All supervision is conducted in-person and is supervised by an appropriately licensed clinical staff member. Although telesupervision was used while the Counseling Center was closed to in-person services during the Covid-19 pandemic, the training program no longer provides supervision through this modality. While the Counseling Center continues to provide hybrid services for clients, the use of telesupervision for supervision ceased when the Counseling Center reopened to in person appointments.

Individual Supervision

While trainees may consult with professional staff members licensed in other disciplines, all clinical work conducted by trainees is supervised by their licensed supervisor. It is the supervisor responsibility to develop a supervision contract with each trainee supervised at the beginning of the supervision rotation. It is also a supervisor's responsibility to review and sign all clinical documentation completed by trainees and to review client video to ensure discussion in supervision. Supervisors are responsible for keep appropriate supervision notes for each supervision session. In addition, supervisors are responsible for completing informal mid-term and formal end of semester evaluations and reviewing completed evaluations with the trainee during supervision. Individual supervisors maintain overall responsibility for all supervision, including oversight and integration of supervision provided by other professionals.

All individuals receive supervision from appropriately licensed providers over the course of their placement. Routine appointments are scheduled for supervision at the beginning of each new supervision rotation. In the event that either trainee or supervisor has a conflict with the set supervision time, it is the responsibility of the supervisor to ensure that the missed supervision time is rescheduled in a timely manner. Should there be a disruption in a supervisor's ability to provide sufficient supervision, the training director will address the matter to ensure that the trainee receives sufficient supervision.

Individual Supervision Contracts

Supervision contracts are developed at the beginning of each supervision rotation. These contracts detail expectations and responsibilities for both supervisors and trainees, including requirements for navigating missed supervision due to absences or scheduling conflicts and the timeliness of required rescheduling. The training director routinely reviews the aggregate supervision hours earned by each trainee to ensure sufficiency of supervision hours. (Additional information regarding the Supervision Contract is found in the appendices.)

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Consultation

Trainees also have access to consultation and supervision at all times during which they provide clinical services. Contact information for all supervisors is provided to trainees at the beginning of the year and is available via the Counseling Center OneDrive folder. Adequate access to consultation is ensured multiple ways. A licensed clinical staff member is always physically present at the Counseling Center during regular hours and is available for consultation as needed. Trainees are also encouraged to incorporate routine consultations into regular supervision time. If the consultation is considered or if significant risk is involved, trainees are encouraged to consult with the on-call clinical staff member or any other available clinical staff member. In the event a staff member is not available, trainees are to contact administrative staff who immediately locate an appropriate clinical staff member. Meetings, supervision, and clinical work are interrupted as appropriate and necessary in order to ensure that trainees receive consultation in a timely manner. Additionally, clinical staff typically practice an “open door” policy while in the Counseling Center. Trainees are informed that staff are available at all times when their office door is open.

In the event of need for a consultation outside of regular office hours, all trainees are provided a listing of clinical staff member phone numbers in case the trainee requires consultation related to after-hours services such as on-call or outreach programming. In the event that a trainee receives an after hour on-call phone call, the trainee is required to immediately contact the training director. In the event a trainee is unable to reach the training director by phone, they are instructed to contact the Director of the Counseling Center, then the Clinical Director, and finally, other licensed staff psychologists, until they are able to speak directly to a licensed staff member about the call. (Additional information regarding Consultation Guidelines is found in the appendices.)

Licensure

Trainees are practicing under the licenses of the clinical staff while on their training placement. Because of this, it is imperative to talk with supervisors prior to using handouts, websites, books, or other resources as a part of therapy with clients. Should a client report any difficulties or file a complaint, it is the supervisor’s license that is at risk. The supervisor includes the licensed supervisor of record or the licensed supervisor of a supervisor-in-training.

Handouts and Resource Recommendations:

Handouts are sometimes good tools to use as a part of the therapeutic process. However, supervisors should be aware of the use handouts BEFORE they are used.

In the Counseling Center/Training Folder in OneDrive there is a folder name “Tool Kit” for use as a resource. The handouts found in the Toolkit folder are reviewed and supported by licensed staff for use in clinical work. Other recommended materials not currently included in the Tool Kit need review and approval from the supervisor of record.

Handouts can be added to the Tool Kit as the need arises, once they are reviewed and approved by licensed staff. Please feel free to make recommendations for additions. Forward any recommendations to Amanda McErlean and she will review and add as needed.

Resource recommendations found on the MAP and on the Counseling Center website were previously reviewed by Clinical Staff and determined appropriate for use with clients. Referrals to sites other than those mentioned above are not typical, since these referrals can be perceived as an endorsement from the Counseling Center.

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Additionally, letters or written documentation of resources with web links other than those provided in the MAP are not appropriate.

Recommendations for reading material for a client should be discussed with the designated supervisor prior to making the recommendation. In addition, it is not appropriate for a therapist to recommend any reading material they have not reviewed.

Assessments:

Assessments are not a routine referral in the Counseling Center. The only assessment instruments used in the Counseling Center are those that are available on the assessment referral form. Any potential assessment referral is discussed with the appropriate supervisor prior to any discussion with a client.

Referrals to the Student Health Center for Medication:

Any consideration for referral to the Student Health Center for medication evaluation/management is discussed with the appropriate supervisor prior to offering and making the referral to your client(s).

Preparation for Supervision

Trainees complete a supervision agenda/preparation form prior to their individual supervision. This form allows the trainee to organize their thoughts regarding what is needed from supervision each, as well as identify client issues needing staffing. Supervision forms are shared with supervisors through the Supervision Preparation folder in the V-Drive and supervisors access the information from there. Since these forms contain substantial information regarding a specific client, the forms are always created and modified in the V-Drive and never on the desktop computer. They are also never printed. Supervisors copy the information from the V-Drive and paste it directly into the supervision note for the week. This procedure moves the information from one secure location directly to another and eliminates any chance for a breach in confidentiality. (Additional information regarding Supervision Preparation is found in the appendices.)

Use of Video/Audio Recordings

Trainees are responsible for preparing video/audio clips for individual supervision. These clips are to demonstrate points in the session where the trainee is requesting assistance. Trainees are responsible for preparing questions and thoughts about the session. Trainees are also responsible for being prepared to receive help seeking answers rather than having answers provided.

Group Supervision

Group supervision for the trainees is structured in an interdisciplinary format with the Psychology Masters Interns and Psychology Doctoral Externs meeting together during the fall semester. At the beginning the spring semester, the Social Work Masters Interns also begin group supervision. Psychology doctoral interns meet separately. All group supervision sessions are facilitated by a clinical staff member.

Group supervision provides opportunities for trainees to present video recordings of their clinical work for feedback and discussion from both the group supervisor and from other cohort members. Trainee presentations in group supervision rotate on a weekly basis. Each trainee presents weekly in group supervision of supervision.

All trainees are required to present a case presentation each semester of their placement. Case presentations occur during group supervision and are scheduled individually. A short summary handout that provides the relevant information about the client is appropriate for this case presentation. PowerPoint presentations are not

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a necessary component of the case presentation requirement. Please ensure the information is sufficiently de-identified. Any trainee familiar with the client is excused from the presentation. Copies of the presentation are returned to the presenter at the end of the supervision session for shredding. Copies of these presentations are considered confidential information and are not removed from the Counseling Center.

Psychology Doctoral Interns:

Doctoral interns participate in 2-hours per week of individual supervision with a primary supervisor and 1-hour per week of individual supervision with an individual supervisor for their area of focus. All trainee supervision experiences are provided in person by a licensed psychologist with health service psychology endorsement.

During semesters when trainees are co-facilitating process groups with clinical staff, there is an additional half hour of process group supervision.

Doctoral interns also participate in one hour of group supervision and two hours of group supervision of supervision weekly. These experiences provide interns the opportunity to share video-recordings of their clinical work with clients and their supervision of other trainees in the Counseling Center training program.

By requiring that doctoral interns participate in all formats of supervision described in this section, the training program ensures that the interns each receive a minimum of 4 total hours of supervision per week.

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Trainee and Supervisor Rights and Responsibilities

Individual Supervision

1. Expectations, Responsibilities, and Obligations of Supervisor and Trainee

- a. Supervisor and trainee are expected to practice within the bounds of Indiana laws and regulations, the policies and professional standards of Ball State University Counseling Center, and the ethical principles of their training and licensure.
 - i. Supervisor maintains an ongoing awareness of all clients included in a trainee's caseload.
 - ii. Trainee is responsible for preparing a supervision agenda form providing information regarding each client seen since their most recent supervision. This form allows the trainee to organize their thoughts regarding what is needed from supervision each, as well as identify client issues needing staffing.
- b. Supervisor is expected to review the status of clients presented on the supervision preparation form along with any other clients of concern.
- c. Trainee is expected to make appropriate use of supervision, including timely attendance to supervision meetings with demonstrated openness to learning and applying supervision feedback, and openly and directly communicating with supervisor.
- d. Trainees are responsible for preparing video/audio clips for individual supervision. These clips are to demonstrate points in the session where the trainee is requesting assistance. Trainees are responsible for preparing questions and thoughts about the session.
- e. Supervisor responsibilities includes both formal and informal supervision and consultation, provision of feedback, completion of evaluations, provision of ongoing support, and evaluation of competency in areas of individual supervision.

2. Scheduling

- a. Cancelled supervision sessions by the supervisor/trainee are rescheduled within the same week, if possible.
- b. Trainee is responsible for notifying supervisor if absent.
- c. Cancelled or missed supervision sessions are rescheduled by the supervisor.
- d. If supervisor is unable to reschedule cancelled sessions another staff may be assigned to cover the supervision within the same week, if possible.

3. Documentation and Record Keeping Requirements

- a. All clinical notes are completed in a timely manner (typically within the same week).
- b. Relevant safety assessments are documented on the same day of services provided.
- c. Supervisor is expected to provide evaluative feedback about the quality of progress notes and may require any editing which will improve the notes as written by trainee.
- d. Supervisor is responsible for co-signing all client documentation with trainee.

4. Evaluation and Feedback

- a. Feedback is provided to trainee in an ongoing and timely manner during each supervision session and during informal consultations. Feedback includes trainee's progress, strengths, and growth edges.
- b. Informal evaluations are completed mid-term during the fall and spring semester. Formal evaluations are completed at the end of the fall, spring, and summer semesters.
- c. Concerns about trainee progress are communicated to the relevant program coordinator and to the training director.

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5. Supervision Relationship

- a. Supervision relationship begins the first day of each semester.
- b. Supervision relationship ends on the last day of each semester.
- c. Supervisor and trainee are responsible to identify and address strains or ruptures in the supervisory relationship.

6. Trainee Informed Consent and Mandated Reporting

- a. Trainees review the limits of confidentiality according to ethical guidelines and Indiana state law with clients during an initial session.
- b. Trainees must inform each client regarding their status in a training program or training site and provide the name of their supervisor.

7. Use of Audio/Video Recording

- a. Audio/video recordings are used for training purposes and are typically reviewed in supervision sessions on a regular basis.
- b. All sessions are video recorded with rare exceptions for audio recording.

Group Supervision

1. Expectations, Responsibilities, and Obligations of Supervisor and Trainee

- a. Trainee responsibilities include (but are not limited to) participation in group supervision along with participation in outreach programming.
- b. Trainees are required to prepare and present a formal case presentation each semester of their placement.
- c. Group supervision is scheduled weekly on Tuesdays @ 8:00 am.
- d. Group supervision and training is scheduled weekly on Tuesdays @9:00 for topic specific training.
- e. Group supervisor is responsible for scheduling senior staff coverage for a session should they not be available.
- f. Trainee is responsible for notifying group supervisor if absent.

Telesupervision

In person supervision is considered best practice unless significant barriers to in-person supervision exist (e.g., COVID-19). Telehealth supervision is used only in specific instances to ensure continuation of trainee support and training as required for their placement and to ensure appropriate client care. Use of telehealth supervision sessions are discussed with training director prior to scheduling.

Note: All guidelines noted above apply also to the telehealth supervision with necessary modifications to accommodate a telehealth supervision format.

1. Expectations, Responsibilities, and Obligations of telehealth Supervisor and Trainee

- a. Telehealth supervisor reviews the format (including platform utilized, e.g., Zoom), frequency, content, expectations/roles of supervisor and trainee, goals of telehealth supervision, management of emergency situations, and limits of confidentiality with the trainee during the initial telehealth supervision session.
- b. Telehealth supervisor is responsible for scheduling telehealth supervision sessions, for sharing the link with the trainee, and utilizing privacy/confidentiality precautions available (e.g., waiting room, confidential space for telehealth supervision).

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- c. Telehealth supervision is conducted in a confidential manner using a confidential video platform. Telephone or other methods of telehealth contact may be used on a rare occasion if there are non-routine barriers to accessing a video platform.
- d. Telehealth supervision is conducted in private locations for both the trainee and supervisor.
- e. Trainee and supervisor use institutional equipment for telehealth supervision. Telehealth supervision on personal or public devices is prohibited.
- f. Internet networks utilized for telehealth supervision must be secure. Public networks are not permitted for telehealth supervision.
- g. All supervision and clinical work that is telehealth supervised must occur in Indiana.

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Evaluation

The training program at Ball State University Counseling Center requires that trainees demonstrate minimum levels of achievement across all competencies and training elements as identified in the Professional-Wide Competencies (APA CoA, October 2015 or CSWE CoA, December 2022). The evaluation process is comprehensive in scope, reflecting the trainee's progress from the beginning of the training placement to the time of the evaluation. The goal of the evaluation process is to provide feedback and evaluation regarding the current status and progress of each trainee. This process occurs in an atmosphere of two-way communication involving both the supervisor and the trainee. It is hoped that this evaluation promotes meaningful discussion concerning specific areas of the trainee's practice and the means by which skills can be developed, reinforced, and refined.

Individual Evaluation

Trainees are formally evaluated by clinical staff at the end of each semester of their training placement. Trainees also receive informal feedback at the midpoint of the fall and spring semester. Each evaluation is based in part on direct observation by the individual supervisor and feedback provided by clinical staff members. All Counseling Center clinical staff participate in trainee evaluations by completing the formal evaluation form or by providing written comments that are included in each informal and formal evaluation. Primary supervisors review these evaluations with the trainees and provide an opportunity for discussion at each timepoint.

Formal evaluations are conducted at the end of each semester using a standard rating form that also includes space for supervisors and other clinical staff to provide specific written feedback regarding the trainee's performance and progress. The evaluation form includes information about the trainee's performance as regards expected training competencies and the related training elements. Evaluation and feedback from all clinical staff are summarized in the evaluation, and the primary supervisor reviews these evaluations with the trainees. The trainee is provided an opportunity for discussion at each evaluation. Once evaluation and feedback sessions are completed, the trainee is provided to opportunity to attach a written response to the evaluation. The trainee and clinical supervisor then sign the final evaluation electronically. A copy of this evaluation is kept as a part of the trainee permanent record.

The rating scale for each evaluation is a 5-point scale, with the following rating values:

5 = Advanced Competence

The trainee demonstrates well-established competence in the element (knowledge, awareness, or skill) evaluated. The use of the element is consistently incorporated into trainee work and is evident in their daily professional practice. The trainee is able to reflect on their experience of the element and is aware of when there is need for consultation.

4 = Competent

The trainee is aware of the element and frequently applies it in their work. The trainee seeks greater learning about and understanding of the element in their ongoing development. Supervision focuses on further refining and developing advanced performance of this element.

3 = Maturing Competence

The trainee is aware of the element and utilizes their awareness to inform their work in the training placement, although the trainee may need didactic or experiential support to regularly use the element in providing direct service. Ongoing supervision, consultation, and professional development is focused on continued advancement, integration, and consistency.

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2 = Emerging Competence

The trainee demonstrates a basic foundation in the element and is moving toward acquiring competence. The trainee may demonstrate a cognitive understanding or experiential skill with the element, but these skill sets may not be well integrated. Close supervision and monitoring are required to support the skill development needed to move toward competence in professional entry-level competencies. This is a normative level of development for initial placements. Due Process procedures are initiated for any concerns regarding lack of development or progress toward skill attainment.

1 = Insufficient Competence

The trainee does not demonstrate a developmentally appropriate understanding of and/or effective use of the element in the training experience OR the trainee exhibits behaviors indicating a lack of readiness for the work required in the training placement. A trainee evaluated at this level requires formal remediation. Due Process procedures are initiated for appropriate interventions regarding trainee developmental readiness.

N/O - Not enough information to rate or not observed

Use of this rating is rare since the training placement is designed to meet all competency requirements. All competencies require a rating prior to the completion of the training placement. Training protocols and/or Due Process procedures are initiated as needed to address this situation.

If a trainee receives a rating less than 3 on any training element at the fall end of term evaluation, or if supervisors are concerned about the trainee's performance or progress, Due Process procedures are initiated. The Due Process guidelines are found in the Training Program Handbook.

To successfully complete the training placement, trainees must receive a rating of 4 - Competent" or 5 "Advanced Competency" for each element of a profession-wide competency, with no more than a single element of any profession-wide competency receiving a "3 - Maturing Competence," rating and no more than two profession-wide competencies with a "3 - Maturing Competence" rating in total on the final evaluation.

In addition, all trainees are expected to complete the following:

Psychology Doctoral Interns	2000 hours during the internship year
Psychology Master's Interns	450 hours during the internship placement
Social Work Master's Interns	600 hours during the internship placement

Meeting the requirements for hours and obtaining sufficient ratings on all evaluations demonstrates the trainee satisfactory progress through and completion of the training program.

Psychology Doctoral Interns:

At the end of the training placement, doctoral Interns develop and present four capstone presentations describing their internship experiences in the areas of evidence-based treatment, provision of supervision, experience with process groups, and the development and implementation of their outreach project. These presentations are supported by current research and based on their training and clinical experiences during their internship placement. Feedback from clinical staff is incorporated into their final evaluation.

Social Work Masters Interns:

As a requirement of their discipline, social work masters Interns develop and present a program evaluation related to a specific aspect of the Counseling Center clinical or outreach services. The topics

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for the program evaluations are developed and implemented through coordination with the Director for Wellness and Prevention. Feedback from clinical staff is incorporated into their final evaluation.

Communication with Academic Departments

Trainee evaluations and any other relevant feedback to the trainee's academic program is provided at minimum at the end of each academic semester. Academic programs are contacted within two weeks following the end of the training placement and provided information regarding the status of the completion of the placement.

If successful completion of the program is questionable at any point during the training year, or if a trainee enters into a formal initiation of the Due Process procedures due to a concern by a clinical staff member or an inadequate rating on an evaluation, the academic program is notified. This notification ensures that the academic program, who is also invested in the trainee's progress, is kept informed to support a trainee who may be having difficulties during the training placement. The academic department is notified of any further action that may be taken by the Ball State University Counseling Center resulting from the Due Process procedures up to and including termination from the program.

Digital Tracking Program Documentation Required by Academic Departments

With the existence and increasing use of digital tracking programs by trainee academic departments, and to protect trainee information, it is the policy of the training program that trainee supervisors provide the evaluation information requested by the academic program in written format to the relevant program coordinator. The program coordinator has the administrative responsibility for ensuring accurate recording of that information. A copy of the documentation provided by the clinical supervisor and a copy of the information provided in the digital tracking program are kept in the trainee permanent file for verification purposes. Both the program coordinator and the training director maintain access to all academic tracking programs to ensure both the integrity of the trainee information and to provide access to that data should a trainee file a grievance concerning a clinical staff member.

Academic Departmental Contact

Should an academic department initiate contact with the training site during the training year requesting onsite visits, both the relevant program coordinator and the individual trainee are involved in the requested meeting. In addition to concerns about a trainee, the program coordinator is responsible for discussing any questions or concerns the academic department may express regarding feedback for the training program and for providing that information in writing to the training director for program evaluation purposes.

Evaluation of Supervision and Program Evaluation

In addition to the individual trainee evaluations, trainees complete a formal evaluation of supervision at the end of each semester and a program evaluation at the end of the training placement. The program evaluation includes feedback on both individual and group supervision experiences and perceptions of the overall training experience in preparing the trainee as a provider. Feedback from these evaluations is reviewed by the training director, the Director of the Counseling Center, and the training committee and is used to inform changes or improvements to the training program. Additionally, doctoral interns complete weekly evaluations on the didactic programming.

Copies of all evaluation forms are available in the Training section of the Counseling Center OneDrive folder or in the trainee personal V-Drive folder.

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Inadequate Performance and/or Insufficient Professional Competence

Problematic behavior is a professional judgment as to when a trainee's behavior is more than an area of concern. A concerning behavior is typically ameliorated with intervention and support from supervisors and clinical training staff. Behaviors of concern are not excessive or outside the domain of behaviors for professionals in training.

Due Process Procedures

Due Process Procedures are implemented in circumstances where a supervisor or clinical staff member expresses a concern about the performance of a trainee. The Due Process procedures for Ball State University Counseling Center training program are multi-level and occur in steps, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program.

Rights and Responsibilities

Due process procedures protect both the rights of the trainee and the training program and contain responsibilities for both parties.

The Trainee: The trainee has the right to be afforded with every reasonable opportunity to remediate identified concerns. These procedures are not intended as punitive but rather a structured opportunity for the trainee to receive support and assistance in the remediation of concerns.

The trainee has the right:

- to be treated in a manner that is respectful, professional, and ethical.
- to participate in the Due Process procedures by having their viewpoint heard at each step in the process.
- to appeal decisions with which they disagree, within the limits of this policy.

The trainee has the responsibility:

- to engage with the training program and the institution in a manner that is respectful, professional, and ethical.
- to make every reasonable attempt to remediate behavioral and competency concerns.
- to strive to meet the aims and objectives of the program.

The Training Program: The training program has the right to implement Due Process procedures when they are called for as described below.

The training program and its faculty/staff have the right:

- to be treated in a manner that is respectful, professional, and ethical.
- to make decisions related to remediation for a trainee, including probation, suspension and termination, within the limits of this policy.

The training program has the responsibility:

- to engage with the trainee in a manner that is respectful, professional, and ethical.
- make every reasonable attempt to support the trainee in remediating behavioral and competency concerns.
- to support the trainee to the extent possible in successfully completing the training program.

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Definition of a Problem

For purposes of this document, a problem is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

- 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or
- 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

The point at which any/all of these concerns become a problem that requires remediation is a professional judgment. Concerns are typically become identified as problems that require remediation when they include one or more of the following characteristics:

- the trainee does not acknowledge, understand, or address the concern when it is identified;
- the concern is not merely a reflection of a skill deficit that can be rectified by the scheduled sequence of clinical or didactic training;
- the quality of services delivered by the trainee is sufficiently negatively affected;
- the concern is not restricted to one area of professional functioning;
- a disproportionate amount of attention is required from training personnel;
- trainee behavior does not change as a function of feedback and/or time;
- the behavior of concerns has potential for ethical or legal ramifications if not addressed;
- trainee behavior negatively impacts the public view of the agency;
- the behavior of concern negatively effects other trainees;
- the behavior of concern potentially causes harm to a patient; and/or,
- the behavior of concern violates appropriate interpersonal communication with agency staff.

Informal Review

When a supervisor believes that a trainee's behavior is becoming a concern or that a trainee is having difficulty consistently demonstrating the expected level of competence, and the concerns are not resolving through clinical supervision, the supervisor consults with the relevant program coordinator and the training director to determine the appropriate support and intervention. The review and development of the growth plan should occur as soon as feasible to attempt an informal resolution to the concern. The growth plan may include increased supervision, didactic training, and/or structured readings. The supervisor raising the concern monitors the response to the growth plan discusses with program coordinator and training director.

Formal Review

If a trainee's problematic behavior persists following an informal attempt to resolve the concern, or if a trainee receives a rating below a "2" on any competency on a supervisory evaluation, a formal review process is initiated.

The steps of a formal review include:

1. Notice: The trainee is notified in writing that the concern is raised to a formal level of review and that a Hearing is held.

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2. **Hearing:** The training director, program coordinator, and supervisor hold a Hearing with the trainee within 10 working days of issuing a Notice of Formal Review. The Hearing provides an opportunity to discuss the problem and determine the actions needed to address the problem. If the training director is the supervisor raising the issue, an additional clinical staff member who works directly with the trainee is included at the Hearing. The trainee has the opportunity to present their perspective at the Hearing and/or to provide a written statement related to their response to the problem.
3. **Outcome and Next Steps:** The outcome of the Hearing is any of the following options as determined by the clinical staff involved in the Hearing and is communicated to the trainee in writing within 5 working days of the Hearing.

Possible outcomes include:

- Issue an "Acknowledgement Notice" that formally acknowledges:
 - that training program is aware of and concerned with the problem;
 - that the problem has been brought to the attention of the trainee;
 - that the training program identifies the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating with the trainee; and,
 - that the problem does not warrant further remedial action at this time.
- Place the trainee on a "Remediation Plan" that defines a relationship in which the supervisor, program coordinator, and training director, actively and systematically monitor, for a specific length of time, the degree to which the trainee addresses, changes and/or otherwise improves the problematic behavior and/or skill deficit.

The implementation of a Remediation Plan represents a probationary status for the trainee. The length of the probation period depends on the nature of the problem and is determined by the trainee's supervisor, program coordinator, and the training director. A written Remediation Plan is provided to the trainee and the trainee's academic program and includes:

- the actual behaviors or skills associated with the problem;
- the specific actions needed for rectifying the problem;
- the time frame during which the problem is expected to be ameliorated;
- and, the procedures designed to determine whether the problem is appropriately remediated.

At the end of the remediation period as specified above, the training director provides a written statement detailing whether or not the problem is sufficiently remediated. This statement becomes part of the trainee's permanent file and is shared with the trainee's academic program.

If the problem is determined not sufficiently remediated, the training director may choose to:

1. extend the Remediation Plan. The extended Remediation Plan includes all of the initial information and the extended time frame is clearly specified.
2. place trainee on Suspension, which includes removing the trainee from all clinical service provision for a specified period of time. During the suspension period the program may support

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the trainee in obtaining additional didactic training, close mentorship, or engage some other method of remediation. The length of the suspension period depends on the nature of the problem and is determined by the trainee's supervisor, the program coordinator, and the training director. A written Suspension Plan is shared with the trainee and the trainee's academic program. The suspension plan includes:

- a. the specific behaviors or skills associated with the problem;
- b. the specific actions needed to rectify the problem;
- c. the time frame during which the problem must be ameliorated; and,
- d. the procedures designed to determine whether the problem is appropriately remediated.

At the end of this suspension period as specified above, the training director provides a written statement to the trainee and the trainee's academic program indicating whether the problem was remediated to a level that indicates the suspension of clinical activities can be lifted. The written statement may also include a recommendation to place the trainee on probation with a Remediation Plan. Should this occur, the Remediation process documented above is put in place. The written statement provided by the training director becomes a part of the trainee's permanent file.

If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the trainee's placement within the training program may be terminated. The decision to terminate a trainee's placement is made by the training director, the program coordinator, the Director of the Counseling Center and a representative of Human Resources in a meeting convened within 10 working days of the end of the previous step completed in this process.

Termination results in the trainee's discontinuation in participation in every aspect of the training program. If warranted, the training director may decide to suspend a trainee's clinical activities during the 10-day period prior to a final decision. The training director notifies the trainee and trainee's academic program in writing about the termination decision (and Association of Psychology Postdoctoral and Internship Centers (APPIC) or the Commission on Accreditation (CoA) as needed).

All time limitations documented in the due process procedures may be extended within reason by mutual consent between the training program and the trainee.

Appeal Process

If the trainee chooses to challenge decisions made at any step in the Due Process procedures, the trainee may request an Appeals Hearing before a Review Panel. This request must be made in writing to the training director within 5 working days of receiving notification regarding the due process decision. If requested, the Appeals Hearing is conducted by a review panel convened by the training director. The review panel consists of the training director, the clinical director, the director of the Counseling Center and an additional clinical staff member with experience in supervision of the trainee. The trainee may request a specific member of the clinical staff to serve on the review panel. The Appeals Hearing is held within 10 working days of the trainee's request. The review panel reviews all written materials and has the opportunity to interview the parties involved or other individuals with relevant information. The review panel may either uphold the previous decision or may modify them. Decisions made by the review panel are shared in writing by the training director with the trainee and the trainee's academic program.

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If the trainee is dissatisfied with the decision of the review panel, they may appeal the decision, in writing, to the Human Resource office of Ball State University, to the Council of Social Work Education, to the Association of Psychology Postdoctoral and Internship Center, or to the American Psychological Association Commission on Accreditation, whichever is appropriate for the training placement. These appeals must be submitted in writing within 5 working days of the decision being appealed. The agency receiving the appeal has final discretion regarding outcome. Decisions made during these appeal processes are shared in writing with the trainee and the trainee's academic program.

Ball State University Counseling Center Training Program

Informal Conflict and Conflict Resolution

The Counseling Center, training program, and staff work to create an atmosphere in which mutual feedback can be exchanged and conflict can be resolved in a meaningful way. Most conflict is addressed informally between the parties involved and resolved in a meaningful manner. However, no relationship is seamless and, with the stresses of graduate school, training placements, and work in the Counseling Center, the relationship between trainee and Counseling Center staff can become strained. It is important to resolve any conflict that may occur in a satisfactory and meaningful way for the parties involved. Positive outcomes are accomplished by creating a process that results in a resolution that is fair and equitable for all parties, where all parties are heard, and their needs addressed. The parties involved are encouraged to develop outcomes that are self-generated and that lead to lasting solutions.

Recognizing there are power differences between clinical staff, support staff, and trainees within the Counseling Center, these power differences need to be acknowledged when dealing with conflict. Additionally, the developmental aspect of a trainee's professional training is learning to manage disagreements or problems with other professionals directly with that individual. The training director and other training staff are available to provide guidance to help the trainee can effectively navigate those situations and discussions.

A strong, positive effort to resolve conflicts either informally or formally within the Counseling Center is always available.

Guidelines for Resolving Informal Conflict

1. If a conflict is with another individual, the trainee is encouraged to first discuss and try to resolve the problem directly with the individual(s) involved.
2. If a trainee attempts to address the problem directly with the individual(s) involved and does not achieve a satisfactory resolution, OR the trainee does not feel safe (e.g. sexual harassment) discussing the problem directly with the individual(s) involved, the trainee should discuss the situation with the training director.
3. If the conflict is in regards to an aspect of the training program, the trainee should first discuss their concerns with the relevant program coordinator, who will consult with the training director.
4. Should the problem remain unresolved after contacting the appropriate training coordinator, the trainee may contact the training director directly.
5. If the conflict between the trainee and the training director remains unresolved, the Director of the Counseling Center mediates any further resolution.
6. When an informal process for resolving the conflict is inadequate to address the problem, and the program coordinator, training director, and/or Counseling Center Director are not able to resolve the issue of concern, the trainee may file a formal grievance concerning the individual(s) and/or training program. This process is explained in the section of the training manual that discusses the formal grievance process.

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Formal Grievance Procedures

Formal Grievance Procedures are implemented in situations where a trainee raises a concern about a supervisor or other staff member, trainee, or any aspect of the training program. The training director assists the trainee in determining the course of action that the trainee wishes to pursue and informs the trainee about their options for managing their complaint, including the procedures for filing complaints with institutional or accreditation bodies. The training director also serves as an advocate and assists the trainee in bringing the complaint to the Director of the Counseling Center and serves as a consultant for the duration if the trainee wishes to go forward. There are no adverse professional consequences to trainees who pursue grievances in good faith.

Trainees are also informed of the internal (Counseling Center) processes for managing complaints with staff and the external (institutional and accreditation) options for managing relevant complaints e.g., sexual harassment or affirmative action). If any of these conflicts or complaints are with the training director, the trainee may consult with Director of Counseling Center and ask them to stand in for the training director. At all times, every effort will be made to protect the rights of the trainee and the staff member.

If a trainee raises a grievance about a supervisor, staff member, trainee, or the internship program the following steps are followed.

Informal Review

As a first step, the trainee should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or the training director in an effort to resolve the problem informally

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the trainee may submit a formal grievance in writing to the training director. If the training director is the focus of the grievance, the grievance is submitted to the Director of the Counseling Center. The individual who is the focus of the grievance is asked to submit a written response to the trainee's concerns. The training director (or the Director of the Counseling Center, if appropriate) meets with the trainee and the individual being grieved within 10 working days. In cases where the trainee submits a grievance related to some aspect of the training program rather than an individual (e.g., issues with policies, curriculum, etc.), the training director and the Director of the Counseling Center meet with the trainee. The goal of the meeting is to develop a plan of action to resolve the matter.

- The plan of action will include:
 - the behavior/issue associated with the grievance;
 - the specific steps to rectify the problem; and,
 - procedures designed to determine whether the problem was appropriately addressed.

The training director or the Director of the Counseling Center documents the process and outcome of the meeting. The intern and the individual being grieved, if applicable, are asked to report to the training director or the Director of the Counseling Center in writing within 10 working days regarding whether the grievance was been adequately resolved.

If the plan of action fails, the training director or the Director of the Counseling Center convenes a review panel within 10 working days. The review panel consists of the training director, the clinical director, the program

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coordinator, and one clinical staff member. The trainee may request a specific member of the clinical staff to serve on the review panel. The review panel reviews all written materials and has an opportunity to interview the parties involved or other individuals with relevant information. The review panel has final discretion regarding outcome.

If the review panel determines that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue is referred to the Human Resources to initiate the agency's due process procedures.

Ball State University Counseling Center Training Program

Training Program Confidentiality Statement

As a member of the Counseling Center, trainees must remain aware that the data and materials to which they have access must be treated in a professional and confidential manner. As a consideration of their training in Counseling Center, trainees do not disclose or cause to be disclosed any confidential and private information at any time. Such information includes, but is not limited to, client records, therapists' calendars, incoming and outgoing phone calls, and testing results. This confidentiality statement applies to all private confidential information regardless of format: oral, written, computerized, printed, faxed, etc.

Trainees receive training and sign a statement of understanding concerning Counseling Center policies as well as appropriate state and federal laws regarding confidentiality of records, the improper release of information, and the alteration or destruction of student records.

Any breach of the confidentiality of the above information or material, or any abuse of their position, including but not limited to alteration of records, destruction of records, or other similar acts, may constitute a basis for termination of training and may result in further disciplinary action. (Additional information regarding the Confidentiality Agreement is found in the appendices.)

Use of Clinical Information Outside of the Counseling Center

Practical experience is a significant part of the graduate education process. Trainees are sometimes asked to use their clinical training experience from the Counseling Center for academic purposes (e.g., comprehensive examinations or case presentations). The Counseling Center has specific policies and procedures for use of clinical information for academic purposes given the need to protect client confidentiality. All materials containing clinical information are reviewed by the program coordinator prior to their use to ensure sufficient de-identification. Video or audio recordings of sessions are not available for use outside of the Counseling Center.

In order to protect Counseling Center client confidentiality as well as support the continued growth of trainees, the following procedure for use of clinical information outside of the Counseling Center states:

- Trainees must provide informed consent with their client about the use of treatment-related information outside the Counseling Center. Trainees cannot remove Titanium notes, assessments, or other information from the Counseling Center. **Training videos of client sessions are never removed from the Counseling Center.** Trainee may use personal de-identified notes to work on their academic assignment. Prior to submitting an assignment or giving a presentation, the trainee program coordinator reviews the assignment to confirm adequate de-identification. Trainees must give their program coordinator adequate time to review and to provide feedback.
- For academic assignments that may require use of video from a therapy session (e.g., comprehensive exams), the designated academic faculty member is provided access to an encrypted virtual folder to view the video. The faculty member is required to sign a confidentiality agreement prior to viewing the video. Trainees must notify their program coordinator regarding the date of their presentation. The program coordinator is responsible for making the video available for that day.

Video is not made available for regular coursework or practicum classes. At no time are trainees allowed to recruit thesis or dissertation participants from Counseling Center clients.

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Use of Generative Artificial Intelligence Technology, Platforms, or Models

This policy establishes the guidelines for the ethical and responsible use of generative artificial intelligence (AI) in the provision of psychological services to clients by all Ball State University Counseling Center staff and trainees. The Counseling Center defines generative AI (including, but not limited to, ChatGPT, Gemini, Apple Intelligence, Copilot, Grammarly) as complex computer science programming trained on vast amounts of text or images, enabling it to recognize and mimic the way humans communicate. This policy is in place to uphold the integrity, accuracy, and confidentiality of client records, ensuring compliance with ethical guidelines, professional standards, and all applicable federal and state laws and regulations. This policy seeks to ensure the confidentiality, well-being, and trust of clients while harnessing the benefits of technological advancements. The Counseling Center also acknowledges that as technology advances, continued conversations about generative AI will inform evolving policies.

Clinical staff and trainees:

- never use any client information/data (including, but not limited to, test scores, background history) in any form of generative AI, either platform or model.
- generative AI technology is not used for record keeping (e.g., treatment notes), psychological report writing, client communication, or other documents relevant to a specific client.
- it is imperative that staff and trainees remain aware that providing any client information—even information perceived as nonidentifiable—to an open-source generative AI platform or model results in loss of control over access to that information by the client, the clinician, the supervisor, and other relevant parties.
- use of generative AI with client information may result in a potential breach of confidentiality that is avoidable.

Trainees:

- are expected to develop skills in tailoring assessment feedback, case conceptualization, and treatment planning for a specific client (or clients) under clinical supervision.
- the use of generative AI is antithetical to this aim.
- use of generative AI to develop psychological reports or treatment summaries is counter to the goal of individually tailoring assessments and interventions for clients.
- further, competency in documentation is a key training goal of for training programs. Reliance on generative AI documentation potentially prevents the independent attainment of such competency.
- finally, generative AI information may contain any number of inaccuracies, misrepresentations, and biases.

Clinicians:

- must not solely rely on generative AI technologies for clinical interpretation, clinical decision making, and/or reviews of the clinical literature. Information provided by generative AI is limited by the source data scope, recency, quality, relative weighting, and bias of information.
- in contrast, evidence-based practice requires the dynamic integration of the best and most current available research, client characteristics and preferences, and clinical judgement and experience.
- clinicians must use generative AI technologies cautiously with the development of programming materials or other information that is not specific to clients.

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Ball State University does not hold a Business Associate Agreement with any generative AI technology, platform, or model. It is a violation of the Counseling Center policy to download generative AI software onto a university owned device and it is violation to use any generative AI software on personal devices for Counseling Center related tasks. Any use of generative AI technology in violation of this policy may result in corrective action.

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Records Maintenance Policy

All trainee records, including application information, contract letter, degree information, transcripts, performance evaluations, supervision agreements, training hour documentation, correspondence with academic departments, and certification of completion are maintained and stored in a confidential and secure digital folder accessible by only the training director and the Director of the Counseling Center. Any records related to growth plans, remediation records, due process records, or notice of terminations are also maintained in the trainee file, as described in the Due Process Procedures. Trainee records including human resource documents, transcripts, and certification of completion are kept in a locked filing cabinet in the Director's office and are accessible only by the training director, the Director of the Counseling Center, and the office manager. All trainee records are permanently maintained.

Supervision and program evaluations provided by each trainee are maintained in a secure and confidential training year folder and accessible only the training director and the Director of the Counseling Center. Any records related to grievances or complaints are kept separately in a secure digital file, as described in the Grievance Procedures.

Trainee evaluations are shared with the Director of Clinical Training or Program Coordinator in the trainee academic program at the end of each semester of their training placement. Certificates of completion for doctoral interns are provided to the Director of Clinical Training at the trainee academic program at the end of their training year. Remediation plans and notices of termination are shared with the Director of Clinical Training or Program Coordinator with the trainee academic department as described in the Due Process procedures.

Older records currently stored in the locked file cabinets mentioned above are being digitized over the next few months and stored in the secure digital folder mentioned above. These records are accessible by only the training director and the Director of the Counseling Center.

Records of complaints and grievances filed against the program must be kept for whichever time period is longest as required by the Commission on Accreditation (CoA) (i.e., since last periodic review), institutional, state, and federal policy. The records retention policy of the Ball State University Counseling Center training program is in line with the CoA standards and records are maintained as required to meet, or exceed, the standards of the CoA, the University, and all state and federal policies.

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Professional Behavior and Expectations

Office Space and Dress Code

The Counseling Center has a business casual dress code. Both staff and trainees are required to follow this dress code since it is important to remain aware of the impression that personal presentation may have on clients. It is also important to be mindful of maintaining a professional office space for the same reasons (food on desks or items stored on the floor a client's view during sessions).

Office space is sometimes assigned singly and sometimes assigned as shared space. Trainees may have personal décor if professionally appropriate. If office space is shared, please respect the shared space and store any personal décor the trainee's cabinet secure during an absence.

If a trainee is assigned to more than one office throughout the week, the trainee must ensure access to Titanium and the vdrive video folder in each office.

Work Hours and Schedules

The Counseling Center is a university office and is open for business during university office hours. It is expected that both staff and trainees are in their offices, or nearby vicinity, during their scheduled office hours. Front office staff expect to find you there for transfer phone calls, urgent inquiries, or availability for consultation/supervision if needed. Should the need arise to leave the Counseling Center, the relevant program coordinator or training director and the front office staff must be notified.

If scheduled time in the office needs changing, even temporarily, please discuss this with the appropriate program coordinator and individual supervisor.

Lucina is a secured building and is locked from 5pm in the evening to 7am the following morning. It is also locked over the weekend. As a result, the expectation is that work is completed during regular office hours. Trainees who need to stay outside of regular office hours for any reason must immediately notify their licensed supervisor, program coordinator, or training director (if they are not available notify the front office staff). Microsoft Teams and/or the phone is typically used for these communications. Trainees are required to have a licensed staff member remain in the building with them outside of regular office hours.

Client Policy

Individuals who are not current clients of the Counseling Center are not scheduled for individual appointments in the Center by either staff or trainees.

Tracking Clinical Time in Titanium

Clock hours and direct service hours are tracked within the Titanium scheduling system. A handout with specific instructions is provided to support this process. Hours other than those scheduled through the Counseling Center are not included in the Titanium calendar. A report of the trainee's hours is provided after the end of each month. (Additional information regarding Tracking Clinical Time is found the appendices.)

Documentation:

Clinical documentation in Titanium is completed in a timely manner and sent to the appropriate supervisor. The section in the lower left-hand corner labeled "Forward to note" is used to communicate information regarding any edits needed in the documentation. Any information or concerns regarding the client session is included in the Supervision Agenda form rather than in the "Forward to note" area. All comments, both the trainee's and

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the supervisor's, remain as a part of the supervision record. Comments are not deleted during the signature process.

Notes are signed prior to forwarding a supervisor. If changes are necessary, the note is unsigned to make the requested changes. By signing beforehand, if no changes are needed, the supervisor can provide the final signature and lock the note, rather than sending it back with no changes and waiting for it to be returned for the final signature.

All letters sent to clients through Titanium that are not a part of the form letter database are reviewed by the appropriate supervisor prior sending anything external to the Counseling Center.

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Leave Policy and Procedure

Trainees are expected to notify the Counseling Center for both unforeseeable and foreseeable leave. In both types of absences, a trainee is expected to notify the office by sending that information as soon as possible to cctrngleave@bsu.edu. The information regarding absences is automatically forwarded to all clinical staff, front office staff, and the office manager so that calendars are adjusted accordingly and clients rescheduled as needed. For planned absences, trainees are responsible discussing the absence with the appropriate program coordinator **in advance of the absence**, and for communicating with necessary parties regarding coverage and rescheduling.

There are no specific restrictions on the amount of leave time during a training placement. However, if a trainee's time out of the office begins to affect responsibilities in the Counseling Center or their training placement hours, the relevant program coordinator and trainee develop a plan for managing their time as needed. Depending on the circumstances involved in the absences and the plan for accumulating direct service hours, the trainee's academic program may be notified of any concerns.

Psychology Doctoral Interns

Psychology Doctoral Interns coordinate their leave in advance with the Training Director and are limited to the leave time available in their internship placement as agreement.

Ball State University Counseling Center Training Program

Ethical and Legal Standards

A significant focus of the training program is to produce ethical and competent providers. Seminars and training focus on the American Psychological Association Ethical Principles of Psychologists and Code of Conduct, the American Association of Counselors Code of Ethics, the National Association of Social Worker's Code of Ethics, and federal and state law pertaining to the practice of psychology and social work. Training on the topic of ethics aids in the identification and resolution of the ethical dilemmas common to clinical settings. Trainees consult with supervisors, the director of training, or other clinical staff for assistance applying ethical principles to their clinical work.

The Counseling Center clinical staff is committed to supporting trainees to recognize and grapple with ethical dilemmas related to work. Throughout the year, seminars focus on ethical issues and Indiana statutes. During these sessions, principles and standards are carefully reviewed and applied to counseling situations. Supervisors review ethical principles applicable to trainees' caseloads. Concerns most frequently reviewed include confidentiality and informed consent, crisis intervention, client needs, mandatory reporting and duty to warn.

In addition to orientation, seminars, and supervision, trainees participate in multidisciplinary clinical teams where legal and ethical concerns are openly discussed. Group discussion of ethical and legal issues helps trainees consider different perspectives and generate creative and defensible solutions to ethical dilemmas.

Trainees are expected to:

1. Develop an awareness and understanding of the
 - American Psychological Association Ethical Principles of Psychologists and Code of Conduct
 - American Counseling Association Code of Ethics
 - National Association of Social Worker's Code of Ethics
2. Develop an awareness of the following statutes and legal decisions:
 - Indiana Code *Title 25: Professions and Occupations*
 - Psychologists (Indiana Code Title 25 Article 33)
 - Behavioral Health and Human Services Professionals (IC T25 A23.6 chapters 1-11)
 - Social Workers
 - Marriage Family Therapists, Mental Health Counselors,
 - Addiction Counselors / Clinical Addiction Counselors
 - Indiana Code *Title 12: Human Services*
 - Voluntary and Involuntary Treatment of Mentally Ill Individuals (IC T12 A26 c1-16)
 - Immediate Detention (24 hours, IC T12 A26 c4)
 - Emergency Detention (72 hours, IC T12 A26 c5)
 - Temporary Commitment (90 days, IC T12 A26 c6)
 - Regular Commitment (more than 90 days, IC T12 A26 c7)
 - Duty to Report Endangered Adult (IC T12 A10 c9-12)
 - Indiana Code *Title 31: Family Law and Juvenile Law*
 - Duty to Report Child Abuse or Neglect (IC T31 A33 c5)
 - Indiana Code *Title 34: Civil Law and Procedure* (IC T34 A30 c16)
 - Limits to immunity from civil liability regarding violent behavior of patient (IC T34 A30 c16.1)

Ball State University Counseling Center Training Program

- Duty to warn or take reasonable precautions (IC T34 A30 c16.2)
- Immunity from liability re: patient privacy and confidentiality (IC T34 A30 c16.3)
 - Indiana Code *Title 16: Health: Health Records*
- Release of Mental Health Records (IC T16 A39 c2-4)
 - Indiana Administrative Code Title 868 State Psychology Board
 - The Family Educational Rights and Privacy Act as pertaining to student records

3. Review the Ball State University Counseling Center Authorization for Services, Supervision Disclosure and Permission to Record forms with clients during intake sessions and provide appropriate additional disclosures,

4. Demonstrate appropriate concern and advocacy for client and community welfare

5. Maintain routine accurate time records in Titanium for recording keeping and documentation purposes.

6. Conduct themselves in an ethical manner always.

Ball State University Counseling Center Training Program

Policy for Applying for a Training Placement and Receiving Services in the Counseling Center

Given the potential ethical concerns regarding dual relationships within the Counseling Center, no member of the training class, regardless of their specific training program, may receive Counseling Center services while in training at the Center. Individuals currently receiving services and who anticipate applying for a placement in the Training Program are required to cease services by the end of the semester prior to the semester they intend to apply.

The policy is not intended to discourage individuals from obtaining services as needed. The Counseling Center staff values the contribution therapy makes to the development and growth of graduate students in training. This policy is intended to minimize the potential negative effect on the students served and to address potential issues emerging from dual role relationships with Counseling Center clinical staff.

The guidelines for the policy are as follows: (Please Read Carefully)

- Students intending to apply for training placements in the Counseling Center must cease all services by the end of the semester prior to the semester they intend to apply for placement. For applicants from the Ball State Counseling Psychology program this is the end of the fall semester. For applicants from the Ball State Social Work program, this is the end of the spring semester.
- Doctoral students from the Ball State Counseling Psychology program intending to apply for a Doctoral Internship in Health Service Psychology placement with the Counseling Center may not receive services from the Counseling Center during the internship application year (beginning August 1).
- Any applicant not placed at the Counseling Center following the completion of the placement process, may resume or initiate services as needed.
- Applications not meeting these criteria are not considered for placement. There are no exceptions. A list of local practitioners is available and provided as needed.

Appendices

Ball State University Counseling Center Training Program

Ball State University Equal Opportunity and Affirmative Action Policy

Found at the following link:

<https://www.bsu.edu/about/administrativeoffices/employee-relations/policies-and-legal-information/equal-opportunity-and-affirmative-action-policy>

Revised by the Board of Trustees July 24, 1998, July 19, 2013, July 17, 2015, November 14, 2022, July 24, 2024.

Ball State University Anti-Harassment Policy

Found at the following link:

<https://www.bsu.edu/about/administrativeoffices/employee-relations/policies-and-legal-information/anti-harassment-policy>

*Approved by the Board of Trustees on December 18, 1998, July 19, 2013m and July 2015.
Revised January 2023.*

Ball State University Counseling Center Accommodations

Counseling Center Clinical Policies and Procedures Manual, Section on Accommodations

Policy on accommodations is provided digitally and found in the Counseling Center Folder in One Drive. Copies of the accommodation policies are available upon request.

Ball State University Counseling Center Training Program

Training Program Confidentiality Agreement

Below are a set of procedures for maintaining the confidentiality of client information in the Counseling Center. These procedures are in place to protect the confidentiality of clients and it is essential that they are followed. Violation of these policies is considered a violation of client confidentiality and may be cause for dismissal from the Counseling Center.

Generative Artificial Intelligence

Use of generative artificial intelligence technology is prohibited in all clinical work. Ball State University does not hold a Business Associate Agreement with any generative AI technology, platform, or model. It is a violation of the Counseling Center policy to download generative AI technology onto a university owned device and it is violation to use any generative AI technology on personal devices for Counseling Center related tasks. Any use of generative AI technology is in violation of this policy may result in corrective action. (Additional details are found in the Training Handbook).

Outlook Email Account

Use of Ball State email maintains the correspondence within the Ball State servers for compliance with client privacy requirements. If mail is forwarded to another address, the correspondence leaves the Ball State servers and is no longer considered confidential.

1. Client information (including names, demographic data, or any other information) is never transmitted through a personal Ball State Outlook email (or any other email platform).
2. Personal Ball State Outlook email accounts (or any other email platform) are not used to communicate directly with clients. Email correspondence with clients is managed through the forms letter option in Titanium and is routed through the main Counseling Center email account.
3. A personal Ball State Outlook email account is never forwarded to a personal email account.
4. Emails received from a client are forwarded to the front desk at CounselCTR@bsu.edu. Administrative staff manages any client response necessary (i.e., scheduling/re-scheduling an appointment). **If an email is received from a client with information that is of concern regarding the client's safety or the safety of someone else, do not respond to the email and consult immediately with your supervisor, the clinical staff member oncall, or program coordinator regarding how to proceed.**
5. Trainees must obtain approval from their Clinical Supervisor prior to using their individual Ball State Outlook email account for client contact. **Personal email accounts are never used for client contact.**
6. For those trainees who are Ball State students/employees, please remain aware of the environment in which email is reviewed since clients sometimes send emails directly to their therapist. Please ensure that **no one else has access to your Ball State email.**
7. Use of personal device with Microsoft Outlook. Please remain aware that your Outlook email account contains client names and email addresses in your sent mailbox. Microsoft integrated their generative AI program "Copilot" into the app.

Ball State University Counseling Center

Training Program

Outlook Calendar

1. Outlook email accounts are used for sending video links to clients for video appointments and there are specific procedures for sending video links to minimize the client information contained in Outlook Calendars. These procedures are reviewed during telehealth training.

2. Remain aware of the potential for Zoom to record your client names on your Outlook calendar should you not follow the specific Zoom procedures. Depending on who has access to your calendar, this could be considered a breach of confidentiality. This applies to all staff and trainees but is particularly important for those trainees who are also graduate assistants or otherwise employed in other departments on the Ball State campus.

Teams Account

Client information (including names, demographic data, or any other information) is never transmitted through Teams messaging. **Teams messaging is never used to communicate directly with clients.**

Zoom Account (Secure Platform)

Video appointments are scheduled through a secure (HIPAA compliant) platform in Zoom. There are specific Zoom settings used to maximize security and access during video appointments. Additional information regarding these setting is provided during orientation and training.

Personal Ball State Outlook email accounts are used for sending video links to clients for video appointments. There are specific procedures for sending these links to minimize the client information contained in the Outlook Calendars.

Recording of session begins prior to the beginning of client sessions. Additionally, use of the chat function during sessions is limited to difficulty with communication and not as a regular exchange of information. And finally, screen sharing is not used in client sessions due to the possibility for a breach in confidentiality with the open Titanium screen.

Titanium Account

Titanium accounts belong to the Counseling Center and are used only for Counseling Center business. Each individual is provided a discrete account in Titanium and each account is accessed on office computers only through the use of a username and password. Additional information about accessing and using Titanium is provided during orientation and/or onboarding.

Trainee Titanium accounts for trainees default to the “name not displayed” setting due to the size of the computer screen and the size and arrangement of the offices.. It is impossible to prevent a client from having a view of the computer screen, particularly during an intake or when rescheduling an appointment. This setting none negotiable.

Access to each individual account is limited to the designated individual and Counseling Center administration.

Titanium is used by several departments on campus. Trainees are not allowed to use their Counseling Center access to Titanium from any location other than the Counseling Center.

Titanium accounts provide access to appointments, client documentation, and any other Counseling Center related activities for the designated account user.

Ball State University Counseling Center Training Program

The forms letter option in Titanium or a personal folder with forms in the V-Drive is used to manage email correspondence with clients. These emails are routed through the main Counseling Center email account.

Personal email accounts are never used for client contact.

Titanium accounts are closed at the end of the training period and all access is terminated. Any training information necessary for internship applications and/or licensure is maintained in permanent training records.

Use of the V-Drive

The V-Drive is a secure drive that is not accessible to external sources. All client videos and all client related documents (including case presentations and/or comprehensive exam documents) and supervision materials are maintained solely in the V-Drive. None of these materials are ever saved to OneDrive, the office hard drive, or a personal device.

Supervision forms are shared with supervisors through the Supervision Preparation folder in the V-Drive. Since these forms contain substantial information regarding specific clients, the forms are always created and modified in the V-Drive and never saved to OneDrive or on the desktop computer. They are also never printed

Supervisors copy the information from the V-Drive and paste it directly into the supervision note for the week. This procedure moves the information from one secure location directly to another and eliminates any chance for a breach in confidentiality.

Client Documentation

1. All videos are saved from Zoom directly to the confidential V-Drive. Trainees are not allowed to copy or store any of their clinical videos outside of their personal V-Drive folders **Videos or copies of videos are never removed from the Counseling Center for any reason. No exceptions.**

2. Any printed documents or notes made during supervision that contain client information, de-identified or not, are secured in the locked personal storage area provided at the beginning of the training placement. All information is stored prior to leaving at the end of each day you are in the Counseling Center. This also applies to “sticky notes” containing reminder information. **No confidential information may leave the Counseling Center (this includes any notes taken during discussion or supervision).**

3. All clinical information or documents containing confidential information are shredded minimally at the end of each semester, if not more regularly, rather than continuing to store them in the locked personal storage area.

Providing others access to any of the personal Ball State accounts above is prohibited at any time for any reason!

Ball State University Counseling Center Training Program

Training Program Consultation Guidelines

Consultation with supervisors and other clinical staff is a routine portion of the training process in the Counseling Center and generally results from a risk assessment but can also occur in other situations. Developing and trusting clinical judgment as well as being able to use consultation effectively are important skills to use and develop over the course of one's training and career. In general, and for training purposes, if consultation is a consideration, then the best option is to consult. This document defines the steps necessary to request a consultation with a clinical staff member if needed.

Procedures for requesting a consultation are below:

1. The trainee sends a Teams message to the front office staff requesting a consultation.
2. A front office staff member contacts the clinical staff member currently On Call if they are available. If they are not available, front office staff contacts another clinical staff member who is available.
3. The clinical staff member meets the trainee at the trainee's office door and the trainee steps out briefly to provide additional information to the clinical staff member.
4. The clinical staff member provides consultation support and information to the trainee as needed (the staff member does not routinely enter the trainee office but can if warranted).

Additional Guidelines for Risk Assessment Consultation:

Guidelines for when to consult with a supervisor regarding risk of harm to self or others:

Initial Report of Risk

Whether at intake (PPA) or during a session with a current client, trainees consult with their supervisor when a client first reports thoughts or behaviors related to risk of harm to self or others that meet criteria for Risk Tracking. The guidelines above are used to determine the timing of the consultation.

- If client reports risk-related thoughts and *denies plan, intent, or behavior* (e.g., preparation, rehearsal, or causing harm), the trainee consults with their supervisor the same day as the session.
- If client reports risk-related thoughts *and indicates any plan, intent, or behavior* (e.g., preparation, rehearsal, or causing harm), the trainee consults with their supervisor or other available clinical staff before the client leaves the session.
- If a client reports risk related *thoughts* regarding harm to others, the trainee consults with their supervisor or other available clinical staff before the client leaves the session.
- During consultation, the clinical staff member and trainee can discuss additional information that needs to be gathered or interventions that may be supportive and clinically indicated.

Clients Risk Tracking

For ongoing clients on Risk Tracking, trainees are not required to consult during or after each session unless the client reports a decompensating change in plan, intent, or behavior (e.g., increase in intent, more planning, or engagement in risk-related behaviors).

Appointments Not Kept but Appointment Paperwork Completed

When a trainee client completes the appointment check-in but does not attend the appointment, the trainee will message to the Front Desk staff and request to have the forms reviewed. A clinical staff member reviews the materials and addresses any concerns. The trainee remains responsible for sending the form letter.

**Ball State University Counseling Center
Training Program**

Supervision Contract

Trainee Name: Click or tap here to enter text. **Date:** Click or tap to enter a date.

Trainee and Supervisor Rights and Responsibilities

Individual Supervision

2. Expectations, Responsibilities, and Obligations of Supervisor and Trainee

- f. Supervisor and trainee are expected to practice within the bounds of Indiana laws and regulations, the policies and professional standards of Ball State University Counseling Center, and the ethical principles of their training and licensure.
 - i. Supervisor maintains an ongoing awareness of all clients included in a trainee's caseload.
 - ii. Trainee is responsible for preparing a supervision agenda form providing information regarding each client seen since their most recent supervision.
- g. Supervisor is expected to review the status of clients presented on the supervision preparation form along with any other clients of concern.
- h. Trainee is expected to make appropriate use of supervision, including timely attendance to supervision meetings with demonstrated openness to learning and applying supervision feedback, and openly and directly communicating with supervisor.
- i. Supervisor responsibilities includes both formal and informal supervision and consultation, provision of feedback, completion of evaluations, provision of ongoing support, and evaluation of competency in areas of individual supervision.

8. Scheduling

- e. Cancelled supervision sessions by the supervisor/trainee are rescheduled within the same week, if possible.
- f. Trainee is responsible for notifying supervisor if absent.
- g. Cancelled or missed supervision sessions are rescheduled by the supervisor.
- h. If supervisor is unable to reschedule cancelled sessions another staff may be assigned to cover the supervision within the same week, if possible.

9. Documentation and Record Keeping Requirements

- e. All clinical notes are completed in a timely manner (typically within the same week).
- f. Relevant safety assessments are documented on the same day of services provided.
- g. Supervisor is expected to provide evaluative feedback about the quality of progress notes and may require any editing which will improve the notes as written by trainee.
- h. Supervisor is responsible for co-signing all client documentation with trainee.

10. Evaluation and Feedback

- d. Feedback is provided to trainee in an ongoing and timely manner during each supervision session and during informal consultations. Feedback includes trainee's progress, strengths, and growth edges.

Ball State University Counseling Center Training Program

- e. Informal evaluations are completed mid-term during the fall and spring semester. Formal evaluations are completed at the end of the fall, spring, and summer semesters.
- f. Concerns about trainee progress are communicated to the relevant program coordinator and to the training director.

11. Supervision Relationship

- d. Supervision relationship begins the first day of each semester.
- e. Supervision relationship ends on the last day of each semester.
- f. Supervisor and trainee are responsible to identify and address strains or ruptures in the supervisory relationship.

12. Trainee Informed Consent and Mandated Reporting

- c. Trainees review the limits of confidentiality according to ethical guidelines and Indiana state law with clients during an initial session.
- d. Trainees must inform each client regarding their status in a training program or training site and provide the name of their supervisor.

13. Use of Audio/Video Recording

- c. Audio/video recordings are used for training purposes and are typically reviewed in supervision sessions on a regular basis.
- d. All sessions are video recorded with rare exceptions for audio recording.

Group Supervision

2. Expectations, Responsibilities, and Obligations of Supervisor and Trainee

- g. Trainee responsibilities include (but are not limited to) participation in group supervision along with participation in outreach programming.
- h. Group supervision is scheduled weekly on Tuesdays @ 8:00 am.
- i. Group supervisor is responsible for scheduling senior staff coverage for a session should they not be available.
- j. Trainee is responsible for notifying group supervisor if absent.

Telesupervision

In person supervision is considered best practice unless significant barriers to in-person supervision exist (e.g. COVID-19). Telehealth supervision is used only in specific instances to ensure continuation of trainee support and training as required for their placement and to ensure appropriate client care. Use of telehealth supervision sessions are discussed with training director prior to scheduling.

Note: All guidelines noted above apply also to the telehealth supervision with necessary modifications to accommodate a telehealth supervision format.

2. Expectations, Responsibilities, and Obligations of telehealth Supervisor and Trainee

- h. Telehealth supervisor reviews the format (including platform utilized, e.g. Zoom), frequency, content, expectations/roles of supervisor and trainee, goals of telehealth supervision, management of emergency situations, and limits of confidentiality with the trainee during the initial telehealth supervision session.

Ball State University Counseling Center Training Program

- i. Telehealth supervisor is responsible for scheduling telehealth supervision sessions, for sharing the link with the trainee, and utilizing privacy/confidentiality precautions available (e.g. waiting room, confidential space for telehealth supervision).
- j. Telehealth supervision is conducted in a confidential manner using a confidential video platform. Telephone or other methods of telehealth contact may be used on a rare occasion if there are non-routine barriers to accessing a video platform.
- k. Telehealth supervision is conducted in private locations for both the trainee and supervisor.
- l. Trainee and supervisor use institutional equipment for telehealth supervision. Telehealth supervision on personal or public devices is prohibited.
- m. Internet networks utilized for telehealth supervision must be secure. Public networks are not permitted for telehealth supervision.
- n. All supervision and clinical work that is telehealth supervised must occur in Indiana.

Individual Trainee Goals for Supervision (may be revised as needed)

- 1. Supervisor and trainee negotiate training goals and tasks to achieve in supervision.
- 2. Supervisor and trainee review video recordings outside of supervision session.
- 3. Supervisor and trainee monitor client well-being and safety.

Individual trainee goals:

- 1. Click or tap here to enter text.
- 2. Click or tap here to enter text.
- 3. Click or tap here to enter text.
- 4. Click or tap here to enter text.
- 5. Click or tap here to enter text.

Trainee agreement:

I have read, discussed and agree with the above information for receiving clinical supervision at Ball State University Counseling Center.

Trainee Signature and Credentials (electronic signatures only please):

Date:

Supervisor agreement:

I have read, discussed and agree with the above information for providing clinical supervision at Ball State University Counseling Center.

Supervisor Name and Credentials (electronic signatures only please):

Date:

**Ball State University Counseling Center
Training Program**

Supervision Preparation Agenda

Weekly Supervision Agenda

Supervision Progress Notes

Date:

Supervisor:

General questions for supervision:

- 1.
- 2.
- 3.
- 4.
- 5.

Cases Discussed (to be completed by supervisee)

	Client	Session	Risk	Dx	Presenting Problem/New Tx Issues/ Questions for Supervision	Supervisor Comments
1			NSSI: SI: THO: HI:		Demographics: Presenting Concerns/Goals: Current Status/Tx: Question:	
2			NSSI: SI: THO: HI:		Demographics: Presenting Concerns/Goals: Current Status/Tx: Question:	
3			NSSI: SI: THO: HI:		Demographics: Presenting Concerns/Goals: Current Status/Tx: Question:	
4			NSSI: SI: THO: HI:		Demographics: Presenting Concerns/Goals: Current Status/Tx: Question:	
5			NSSI: SI: THO: HI:		Demographics: Presenting Concerns/Goals: Current Status/Tx:	

					Question:	
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Ball State University Counseling Center Training Program

Tracking Training Hours in Titanium

In order to track both clock time and direct service hours in Titanium, each block of time in the calendar schedule needs an attended appointment scheduled for all time in the office or doing outreach. This is easily verified by the green checkmark in the upper left-hand corner.

For those appointments where someone or something was scheduled and there is a cancellation or no show for appointment, an administration appointment is added to that time period.

No scheduled appointments are ever removed or deleted from the Titanium calendar. Any necessary additions to the calendar are schedule in the same time period and appear side by side. If for some reason there are two “attended” appointments in the same time period, whichever is not kept is cancelled. There is never a situation where two “attended” appointments are scheduled together. Administration and training hours are automatically recorded as attended. Supervision hours are marked attended by supervisors.

A sample schedule is included below to use as a guide. If help is needed, please ask either the training director or the relevant program coordinator for help. This is an important tracking mechanism for training hours and are the hours kept for permanent records and licensure reporting. A copy of the titanium report is also included for verification purposes.

It is important to verify this information on a daily basis rather than waiting several days or weeks to make it current.

Psychology Doctoral Interns:

Training: Personal Day and Training: Professional Day are used to track your time out of the office while on internship.

Ball State University Counseling Center Training Program

Trium Schedule - Training - From August 21, 2023 Monday to September 4, 2023 Monday

File Open Reports Navigate View Settings Help

Calendar navigation icons: -Week, -Day, Today, +Week, Home, Go To..., Find, Find Open

	Mon 21	Tue, Aug 22	Wed 23	Thu, Aug 24	Fri, Aug 25	Mon 28	Tue, Aug 29	Wed 30	Thu, Aug 31	Fri, Sep 1	Mon, Sep 4
7:30											
8:00	Administ	Administ	Supervision LU 327	Supervision LU 327	Administ	Administ	Supervision LU 327	Supervision LU 327	Supervision LU 327	Administ	
8:30					Other Inside Meeting, Awesome Committee Activity, LU 327 or Zoom					Professi	
9:00	Supervision LU 327	Supervision LU 327	Supervision LU 327	Supervision LU 327		Supervision LU 327	Supervision LU 327	Supervision LU 327	Supervision LU 327	Supervision LU 327	
9:30										Staff Seminar, Supervisor Seminar-Tim, LU 327 or Zoom	
10:00											
10:30											
11:00	Administ	Administ	Administ	Administ	Administ	Administ	Administ	Administ	Administ	Administ	
11:30											
12:00											
12:30											
1:00	Administ	Administ	Administ	Administ	Administ	Administ	Administ	Administ	Administ	Administ	
1:30											
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3:30											
4:00	Administ	Administ	Administ	Administ	Administ	Administ	Administ	Administ	Administ	Administ	
4:30											
5:00											
5:30											
6:00											

Ball State University Counseling Center Training Program

Counseling Center

Counselor Activity Summary by Appointment Code

From 08/01/2024 to 07/31/2025 and Clients and Trainees and All Appointments and Schedule =

Client Individual Appointments

Scheduled	Attended	Attend Hrs	Attendee No Show	Attendee Cancel	Attendee Cancel Late	Cnslr Cancel	Attendee Resch	Cnslr Resch	Center Closed	Total	Hours	Description
0	24	23.25	11	4	0	0	0	7	0	0	46	45.25 Consult (Clinical)
0	2	2.00	0	0	0	0	0	0	0	0	2	2.00 Consult (Urgent)
0	11	2.75	1	0	0	1	1	0	0	0	14	3.50 Group Screening
0	342	341.50	37	14	0	5	53	4	0	455	454.50	Individual Counseling
0	42	42.00	10	3	0	0	4	1	0	60	60.00	Personal Planning Appointment
0	15	15.00	5	1	0	0	4	1	0	26	26.00	PPA Follow Up
0	4	2.25	1	0	0	0	0	0	0	5	2.50	Student Support Meeting (Consult)
0	440	428.75	65	22	0	6	69	6	0	608	593.75	Subtotal for Client Individual Appointments

Trainee Individual Appointments

Scheduled	Attended	Attend Hrs	Attendee No Show	Attendee Cancel	Attendee Cancel Late	Cnslr Cancel	Attendee Resch	Cnslr Resch	Center Closed	Total	Hours	Description
0	3	1.50	0	0	0	0	0	0	0	3	1.50	End of Term Evaluation
0	2	1.00	0	0	0	0	0	0	0	2	1.00	Mid-Term Evaluation
0	7	3.50	0	0	0	0	0	0	0	7	3.50	Supervision Contract
0	96	129.00	0	3	0	5	4	15	1	124	172.00	Supervision: Individual of Doctoral Intern
0	33	33.00	1	0	0	3	2	0	0	39	39.00	Supervision: Individual of Trainee
0	141	168.00	1	3	0	8	6	15	1	175	217.00	Subtotal for Trainee Individual Appointments

Ball State University Counseling Center Training Program

Counseling Center

Counselor Activity Summary by Appointment Code
From 08/01/2024 to 07/31/2025 and Clients and Trainees and All Appointments and Schedule =

Trainee Group Appointments												
Scheduled	Attended	Attend Hrs	Attendee No Show	Attendee Cancel	Attendee Cancel Late	Cnslr Cancel	Attendee Resch	Cnslr Resch	Center Closed	Total	Hours	Description
0	62	62.00	0	3	0	5	0	2	0	72	72.00	Group Supervision
0	1	1.00	0	0	0	0	0	0	0	1	1.00	Group Supervision and Training
0	34	50.50	0	0	0	6	0	0	0	40	59.50	Supervision of Supervision
0	97	113.50	0	3	0	11	0	2	0	113	132.50	Subtotal for Trainee Group Appointments
Client Group or Couple Appointments												
Scheduled	Attended	Attend Hrs	Attendee No Show	Attendee Cancel	Attendee Cancel Late	Cnslr Cancel	Attendee Resch	Cnslr Resch	Center Closed	Total	Hours	Description
0	15	15.00	0	0	0	2	0	0	0	17	17.00	GROUP: USO
0	15	15.00	0	0	0	2	0	0	0	17	17.00	Subtotal for Client Group or Couple Appointments
Other Appointments												
Scheduled	Attended	Attend Hrs	Attendee No Show	Attendee Cancel	Attendee Cancel Late	Cnslr Cancel	Attendee Resch	Cnslr Resch	Center Closed	Total	Hours	Description
0	0	0.00	0	0	0	14	0	0	0	14	9.50	
0	688	741.75	0	0	0	86	0	0	0	774	813.25	Administration
0	6	54.00	0	0	0	0	0	0	0	6	54.00	Backup On-Call
0	7	25.25	0	0	0	0	0	0	0	7	25.25	Comp Time (Equivalent)
0	10	13.25	0	0	0	3	0	0	0	13	17.75	Department Staff Meeting
0	229	201.00	0	0	0	31	0	0	0	260	225.00	Lunch
0	11	97.50	0	0	0	0	0	0	0	11	97.50	On-Call

Ball State University Counseling Center Training Program

Counseling Center

Counselor Activity Summary by Appointment Code

From 08/01/2024 to 07/31/2025 and Clients and Trainees and All Appointments and Schedule =

0	21	23.25	0	0	0	0	6	0	0	0	0	0	27	31.25	Other Inside Meeting
0	6	6.50	0	0	0	0	1	0	0	0	0	0	7	7.00	Other Outside Meeting
0	24	35.00	0	0	0	0	11	0	0	0	0	0	35	52.00	Outreach/Consultation
0	3	19.50	0	0	0	0	0	0	0	0	0	0	3	19.50	Professional Development
0	11	16.50	0	0	0	0	5	0	0	0	1	1	17	25.50	Professional Development-Staff Seminar
0	48	53.00	0	0	0	0	7	0	0	0	0	0	55	81.00	Supervision: Peer Supervision
0	14	7.00	0	0	0	0	2	0	0	0	0	0	16	8.00	Supervision: Process Group
0	11	9.00	0	0	0	0	0	0	0	0	0	0	11	9.00	Training Director Meeting
0	87	143.00	0	0	0	0	15	0	0	0	0	0	102	166.50	Training: Didactics
0	32	45.00	0	0	0	0	0	0	0	0	0	0	32	45.00	Training: Orientation
0	24	96.00	0	0	0	0	0	0	0	0	0	0	24	96.00	Training: Personal Day
0	6	24.00	0	0	0	0	0	0	0	0	0	0	6	24.00	Training: Professional Day
0	23	20.50	0	0	0	0	3	0	0	0	0	0	26	22.75	Training: Trainee Interview
0	30	118.00	0	0	0	0	0	0	0	0	0	0	30	118.00	University Holiday
0	1291	1,749.00	0	0	0	0	184	0	0	0	1	1	1476	1,927.75	Subtotal for Other Appointments
0	1984	2,474.25	66	28	0	211	75	23	2	2389	2,888.00	Total for:			

If an appointment is on multiple schedules it will be counted multiple times, once for each schedule.
Attendance for group/couple appointments is based on the group appointment attendance setting not the individual group member attendance.

Ball State University Counseling Center Training Program

Training Hours				
Name: [REDACTED]				
Month: July				
Category	Titanium Hours	Direct Service Hours	Clock Hours	APA Required
Clinical				
Consult, Clinical	23.25			
Consult, Urgent	4.25			
Student Support Meeting				
Individual Counseling	341.50			
Personal Planning Appointment	42.00			
PPA: Follow up	15.00			
Process Group Screening	2.75			
Process Group	15.00			
Total Client Contact		443.75		
Consultation				
3rd Party Consultation				
Outreach/Consultation	35.00			
Trainee Interviews	20.50			
Total Consultation		55.50		
Total Direct Service Hours		499.25		
Supervision Provided				
Trainee Supervision	33.00			
Trainee Supervision and Training	1.00			
Total Supervision Provided		34.00		
Total Direct Service Hours and Supervision Provided			533.25	500.00
Supervision Received				
Individual	129.00			
Supervision	50.50			
Group	62.00			
Peer	53.00			
Process Group	7.00			
Total Supervision Received			301.50	250.00
Training Didactics	143.00			
Total Didactic Hours			143.00	104.00
Administration				
Administration	741.75			
Other Inside Meeting	23.25			
Other Outside Meeting	6.50			
Professional Development	19.50			
Professional Development - Staff Seminar	16.50			
Department Staff Meeting	13.25			
Training Director Meeting	9.00			
Training Orientation	45.00			
Total Administration			874.75	
Total Hours			1852.50	
Personal Day	96.00			
Professional Day	24.00			
University Holiday	118.00			
Total Other Hours			238.00	
Totals		533.25	2090.50	2000.00
Check Total				
Client Individual Appointments	428.75			
Trainee Individual Appointments	168.00			
Trainee Group Appointments	113.50			
Client Group Appointments	15.00			
Other Appointments	1749.00			
Total		2474.25		
Lunch	201.00			
On-Call	151.50			
Compensatory Time (Equivalent)	25.25			
Supervision Contract/Midterm/Final	6.00	383.75		
Total		2090.50		
Check Sum			0.00	

Ball State University Counseling Center Training Program

Procedures and Documents

Additional Clinical, Training, and Titanium procedures and documents are provided digitally in the Counseling Center and the Training folder in OneDrive.