

Training Handbook Training Year 2024-2025

**Ball State University Counseling Center
Training Program**

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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.

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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. Doctoral Practicum Trainees, Master's Interns, and Social Work Interns will be 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 predoctoral psychology interns with significant clinical experience. The staff and predoctoral 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 deal of emphasis is placed on providing trainees with the professional training needed for the development of the integration between personal and professional identities.

Mission Statement

The Counseling Center's mission is to promote personal growth, development, and psychological well-being while maintaining a strong commitment to diversity and social justice. Integral to achieving this mission are mental health services, outreach/consultation, and training of future professionals.

Diversity Statement

The staff at Ball State University Counseling Center are committed to creating a safe and welcoming environment where individuals from all backgrounds feel valued and respected. Counseling services are tailored to meet the needs of our diverse student population. We strive to create a space where individuals feel comfortable expressing themselves and their concerns without fear of judgment or discrimination. We recognize the impact of systemic oppression and work to address these issues in our practice.

We believe that diversity includes but is not limited to differences in race, ethnicity, culture, gender identity, sexual orientation, age, religion, ability, and socioeconomic status. We acknowledge the unique experiences and perspectives that each individual brings to our center and are committed to providing culturally sensitive and responsive services to all.

To meet our commitment, our staff engages in ongoing education and training to ensure that we are knowledgeable and skilled in working with diverse populations. We are committed to creating a culture of inclusivity and respect, and 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 missions require 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. As staff, we are committed to addressing issues of prejudice, discrimination and oppression and the impact of those issues on the lives of the people we serve and train. We are considered a "safe" environment on the campus, and we expect staff and trainees 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. Thus, 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, though 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 competency in dealing with diversity issues, both their own and others, in the counseling process. Self-reflection and self-examination of their own cultural and diverse backgrounds, their worldviews, and their interactions and relationships with clients and supervisees is emphasized. Integrating diversity, multiculturalism, and social justice into supervision is a significant part of our program.

The Counseling Center is committed to providing generalist training that facilitates trainee growth and competence, and 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.

The basis of the training program is generalist with a developmental focus that acknowledges the transitions a trainee experiences as they move from students to emerging practitioners. Within a system that provides both

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support and challenge, trainees are encouraged and supported in dealing effectively with 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 that provides the support for their development. This training model allows trainees to approach their professional development at an individual pace, assuming more and more 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 the personal and professional together, trainees are able to evolve into maturing practitioners and able 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.

Additionally, trainees are an integral part of the outreach and consultation program which provides information and training to the Ball State University campus community. As a training program, the training imperative is to support trainees throughout both their training placement and as they move into the profession of psychology.

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 of trainees where the trainee acquires the skills and competencies necessary to become supervisors and 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 has its stages of development and involves 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. Trainee training and functioning incorporate that commitment.
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 Group Programming

Group Programming is a significant aspect of Counseling Center services to meet the needs of our students. 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 provide multiple opportunities to volunteer throughout the year, both during regular office hours and outside of them. The Associate Director for Prevention and Wellness solicits and coordinates staffing of all outreach requests. The Counseling Center needs and the trainee interests and schedules are used to assign volunteers to specific outreach opportunities. 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. **Outreach programming and events may occur outside of trainee scheduled hours in the center.**

Psychology Doctoral Interns:

As a part of the training year, doctoral interns develop and implement an outreach program in coordination with the Associate Director for Wellness and Prevention and the training director. The target population or the topic are of interest

Limits of Confidentiality in Training

As a training program, respect for the relationship between supervisors and trainees is taken seriously. 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.

As a training program, it is also recognized there is a 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 also providing trainees both helpful feedback about clinical and professional concerns.

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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 is required to examine whether these concerns affect a trainee professional and clinical functioning. To that end, any staff or doctoral trainee who is receiving supervision of their clinical supervision work is required to explore their concerns with their own supervisor. Should there be continued concerns affecting trainee clinical work and/or professional performance, the training director and relevant supervisor discuss the concerns to an appropriate response. Typically, this information is shared with the trainee by the training director 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.

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 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 individuals receive supervision from a minimum of three 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.

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.

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 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.

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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.

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 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.

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.
- b. Supervisor is expected to review the status of clients presented on the supervision preparation form along with any other clients of concern.

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- 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. 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.

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.

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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. Group supervision is scheduled weekly on Tuesdays @ 8:00 am.
- c. Group supervisor is responsible for scheduling senior staff coverage for a session should they not be available.
- d. 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).
- 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 an 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.
- 2 = Emerging Competence

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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 a profession-wide competency receiving a "3 - Maturing Competence," rating and no more than two profession-wide competencies with a "3 - Maturing Competence" rating 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 assessment informed treatment, provision of supervision, experience with process groups, and the development and implementation of their outreach project. These presentations are supported but 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 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.

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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.

Evaluations 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.

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.

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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.

Ball State University Counseling Center Training Program

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 coordinator, and one clinical staff member. The trainee may request a specific member of the clinical staff to

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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

Counseling Center 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.

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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Ethics 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)
 - 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)

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- 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.

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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.

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.

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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 senior staff, front office staff, and the office manager so that calendars are adjusted accordingly and clients rescheduled as needed. In the case of foreseeable leave, 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.

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.

Leave Restrictions

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, a plan for managing their time is discussed and developed with the appropriate Program Coordinator. Depending on the circumstances involved in the absences and the plan for accumulating direct service hours, the trainee's academic program may be notified.

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 Inclusive Excellence Plan

Found at the following link:

<https://www.bsu.edu/about/inclusive-excellence/university-plan>

2019-2024

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.

Procedures and Documents

General procedures and documents are provided digitally in the Training folder in the Counseling Center folder in One Drive.