APA Accredited Health Service Psychology Internship

Internship Handbook

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Counseling Center Policies
Introduction

The purpose of this material is to describe the health service psychology internship training program of the Counseling Center and to specify guidelines for implementation of the program. It is to be regarded as the Center's official training document.

This Handbook is written to be of service to interns and staff. Since it is designed to be revised as needed, feedback about its format and contents is always welcome. Comments should be submitted to the Training Director. The Training Director and the Training Committee will review feedback and comments and make decisions for necessary changes.
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 great 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 our mission are mental health services, outreach/consultation, and training of future professionals.

Diversity Statement
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. Our 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.
The Counseling Center is sensitive to and 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 have affected 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 the 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 interns 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. Interns 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. Interns 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.
Counseling Center Training Program Policies and Procedures
Training Philosophy

The doctoral internship program in psychology offers broad education and training with a focus on the specializations of Counseling Psychology and Clinical Psychology. As mentioned, the internship is consistent with APA's definition of training in Health Service Psychology in that we provide experiences in the delivery of preventive and therapeutic intervention services to address psychological and physical health (APA, 1996; APA, 2011). Interns are prepared to become licensed as psychologists at the independent practice level.

The Counseling Center staff is diverse in professional training and theoretical orientations, though we share 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. We view each intern 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 interns’ professional development, supervisors assist interns 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 Center is committed to providing generalist training that facilitates 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, and that range from crisis intervention to more routine individual and group therapy settings. Interns 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. Additionally, interns are an integral part of our outreach and consultation program which provides information and training to our campus community. As a training program, we aim to support interns throughout both their internship placement and as they move into the profession of psychology.

The basis of the training program is a general practitioner model that focuses on the developmental processes and transitions of trainees as they move from students to emerging practitioners. Within a system that provides both support and challenge, interns are encouraged and supported in dealing effectively with these developmental transitions throughout the training year.

Interns are also challenged and invited to expand their repertoire of skills and their basic competencies. As a means of achieving this end, the Training Director, Program Coordinators, and clinical staff provide interns with the necessary supervision and support to meet their personal goals and the goals of the training program. Interns 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 interns to approach their professional development at an individual pace, assuming more and more independent
responsibility throughout the year. At all times, the program supports interns in exploring both the personal and professional issues that emerge in this process. With the integration of the personal and professional together, interns 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 interns at all times. Staff provide direct feedback to interns 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 intern. 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.

As indicated earlier, diversity and social justice awareness is embedded throughout the training process. Each intern 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 intern diversity and cultural background and professional training.

**Developmental Model**

Our focus on intern development includes attention to three areas: (1) professional growth through the development of skills and competencies; (2) the development of a major focus area(s); and (3) a focus on personal and professional growth.

Professional learning begins with the skills that are brought to our internship setting. These skills and competencies are addressed through a personal and professional information form sent to incoming interns. Beginning interns arrive at our Center at a point in development where some of their skills are well developed, and others need work. Interns, generally, can be expected to demonstrate most skills at an intermediate level. Some skills need little supervision while others, due to a lack of experience, training, less confidence, and less developed professional judgment need more. Some aspects of competency require not only more experienced but also continued conceptual, intrapersonal, and interpersonal development. Interns are therefore encouraged from the time of acceptance in the program through graduation to consider their level of development carefully. They are asked, in conferences with the training director and supervisors, to set goals for themselves based on their development and their vision, to build on the skills they bring and to acquire advanced skills that are essential to the attainment of their professional goals. These goals are reviewed periodically throughout the internship year and are revised or refined as the intern progresses in their development. Interns' goals are accomplished through experiential and didactic learning processes, sometimes in combination and sometimes separately. Supervision and mentoring by staff supervisors and the training director serve to assist interns in meeting and reflecting on their goals and their developmental process. As a part of their professional development, interns are also encouraged to choose an area of major clinical focus that they would like to develop or extend for themselves throughout each semester or for the internship year. Interns are provided supervisors in those areas that assist them in the development of this expertise. Graduated experiences are provided to interns in their major focus area as they work closely with their supervisor(s). We intend that interns be able to leave the internship year with at least one area of major emphasis.
As a part of intern development, personal growth is emphasized and encouraged along with professional growth. The program encourages and provides an opportunity for personal growth, both attitudinally and structurally. Interns are encouraged to meet with one another regularly to focus on their personal, interpersonal, and professional development and for discussing their personal and professional concerns and resolving any interpersonal issues. The Training Director and staff supervisors will be consulted when necessary to assist interns’ professional learning. We believe that personal growth will support professional development. The integration of personal and professional selves is essential and emphasized. It takes place in all training contexts (e.g., individual supervision, didactic seminars, group supervision, supervision of supervision, and training director meeting, etc.) throughout the year.

**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 interns, where the intern acquires the skills and competencies necessary to become supervisors and mentors of other trainees. Both interns 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. "Interns-as-learners" and "staff-as-teachers" are terms that describe the early stages of the training process. Interns proceed through a developmental process where they are seen as emerging professionals and finally, as independent professionals and professional colleagues.

4. The internship has its stages of development and involves numerous transitions. The stresses of these transitions are a part of the normal developmental growth of interns and need to be explored and integrated.

5. The Center and its staff value and are committed to diversity and an appreciation of individual and cultural differences. Intern training and functioning incorporate that commitment. There is also a focus on a commitment to social justice and interns engage in a social justice project in collaboration with staff throughout the year.

6. Collaboration, as well as independent functioning, is valued in the role of the psychologist. Interns have a considerable amount of autonomy within a collegial atmosphere that emphasizes teamwork and cooperation. Team building within the intern group is seen as important. Learning occurs when interns can share their successes and struggles openly within the intern 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 interns and staff, the ongoing relevance, and vitality of the training program and the effectiveness of the Center's programs.

**Limits of Confidentiality in Training**

It is important to understand the limits of trainee confidentiality in the training process. As a training program, we take respect for the relationship between supervisors and trainees seriously.
We 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. We also recognize there is a natural conflict between this training goal and the requirement for evaluation of the trainee. As training staff, we attempt to establish a balance in a way that encourages the development of trust and care in the supervisory relationship, but also provides trainees both helpful feedback and addresses professional concerns.

In addition, as a training program, we understand trainees bring their individual histories and personal lives into their training experience, and that these may sometimes intersect with their clinical training or clinical work during the course of their training. These intersections may also emerge in other professional roles in the Center. As training staff, we understand that trainees often bring these concerns to supervision and explore their effect in supervision.

When issues arise, we as a training program are required to examine whether, and if so, how these concerns affect a trainee’s professional and clinical functioning. To that end, any staff or doctoral intern 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 intern by the supervisor.

As a training program and training staff, we 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 with you and how they are navigated in the different training settings.

**Specifically:**
Doctoral interns receive both group supervision of their clinical work but also of their supervision with trainees. This means that doctoral interns share video of their supervision sessions and discuss their provision of supervision and their supervisee’s development in both settings. The focus of supervision of supervision is addressing developmental competencies of the doctoral interns and discussing their supervisees’ skills, development, and any relevant issues. Senior staff may consult with other staff should there be concerns or challenges with their supervision of trainees and will participate in regularly scheduled evaluation meetings. Training videos are accessible by the training director and current individual supervisors only. Should there be concerns about confidentiality, you are encouraged to discuss this with the training director.

**Disclosure of Personal Information in Training**

An important component of our training program is consideration of the intersection between the personal and professional in one’s development and functioning as an ethical and competent professional. Therefore, our training model incorporates an emphasis on self-reflection.
compliance with the 2002 APA Ethics Code (Ethical Standard 7.04), we want current and future trainees to be aware of our approach to self-disclosure of personal information in the course of training. We also respect the intern right to personal privacy within the supervision relationship and during the supervision process.

With the above in mind, supervisors and trainers are expected to assist trainees in reflecting on their personal identities and culture and how these may facilitate or hinder psychological interventions or professional relationships. Interns choose how much to share in supervision and are not penalized for choosing not to share personal information that does not directly affect their clinical work and professional functioning. Should an intern determine there is insufficient safety, trust, or respect in the supervisory or training relationship, the intern has the right to refuse to disclose personal information. Should this occur, the supervisor or trainer is expected to respect such refusal and explore alternative ways to provide needed supervision.

**Policy on Staff and Trainee Relationships**

This policy is designed to provide a regulation and a guide of clear boundaries between staff, doctoral interns, and other trainees based on the APA ethical principles and professional standards as well as the Counseling Center’s policy. The policy clearly states the potential impact of an inappropriate relationship on individual, trainee groups, staff members, and the Counseling Center as a whole.

The Center’s training mission is to promote the personal and professional development of all trainees. The process of development is fostered by respect for each trainee as an individual and an atmosphere of openness and honesty in communication. Our goal is to create an environment conducive to learning where trainees feel safe and respected.

The training environment can be an emotionally charged atmosphere that provides a catalyst for trainee or staff member to experience a variety of feelings, including sexual attraction, towards each other. Trainees are at an early stage of professional, collegial relationships that will go through many evolutionary stages. Each trainer, however, provides a model of ethical and professional behavior and it is incumbent on the training staff to honor the boundaries of the professional relationships that are formed with the trainees. There is no such thing as a consensual sexual relationship between staff and trainee or between doctoral intern and other trainee due to the power imbalance and authority the staff member has over trainees and the doctoral interns have over other trainees.

Research has been conducted into the negative effects of sexual relationships with clients, students, and supervisees. Relationships of this nature can impair the supervisor’s ability to engage effectively in the supervision process and to provide objective feedback to the trainee or to staff colleagues about the trainee’s development. The trainee may be vulnerable due to the power differential and may experience various negative feelings, including exploitation, anger, and confusion. Additionally, this type of relationship can have a negative impact on the experiences of other trainees. The sense of group trust in the agency can be seriously diminished if trainees question the ability of agency staff members to honor professional boundaries. Potential
outcomes such as the violation of an ethical code, the need for administrative action, and the sense of secrecy can have a harmful effect on the morale of all staff members. In essence, a dual relationship of this nature can have a negative impact on everyone involved and on the Center as an organization. Therefore, as indicated in the APA Ethical Principles, it is the Counseling Center’s policy that sexual relationships between all trainees and staff and between doctoral interns and all other trainees are prohibited.

There is a need to distinguish sexual attraction from sexual action. Staff members or doctoral interns who feel a sense of attraction to a trainee that may be interfering with their objectivity and ability to provide training and supervision should consult with another staff member, the Training Director, or the Director of Counseling Center. Staff or doctoral interns are encouraged to discuss any feelings they have about trainees in order to assess their current needs and the implications of any course of action.

Trainees who find themselves attracted to staff or doctoral interns are encouraged to discuss their feelings with their supervisor to assess their current needs and possible courses of action. If this is not a fitting option, they may discuss this matter with their supervisor, Training Program Coordinator, or the Training Director. If a staff member's or doctoral intern's behavior crosses the boundaries of a professional relationship with a trainee, an administrative review of the situation will be conducted in accordance with the policies outlined for doctoral interns and for staff in the Training Handbook. The staff member or doctoral intern may be subject to disciplinary action by the Director of the Counseling Center and/or the Office of Affirmative Action at Ball State University according to relevant policies and procedures.

In addition to sexual relationships, there are opportunities for a variety of other dual relationships with trainees. The implications of any dual relationship should be discussed with their supervisor, Training Program Coordinator, or the Training Director to explore current needs and possible courses of action. It is essential that staff and doctoral interns consider the power imbalance and the impact of their authority on the trainee, their colleagues, the organization, and themselves when exploring other types of relationships that may push the boundaries of the professional relationship. For example, if a supervisor has two supervisees, what is the impact of taking one of them to lunch on a regular basis? These issues should be the basis of discussion in supervision or in conference with colleagues.

**Receiving Counseling and Training in the Counseling Center**

This policy has arisen from an aggregate of situations over many years that have created ethical concerns about potential issues emerging from dual role relationships. In our program, trainees have contact with numerous staff members, and it may be impossible to prevent difficulties that can arise from dual roles. However, this policy is intended to minimize the potential negative impact on the students we serve.

No trainee at any level may receive counseling at the Counseling Center while in training at the Center. Further, no therapist who has worked with a student who is applying for training in our program will provide any information to staff involved in selection. Therapists will not function in
the role of clinical supervisor or another supervisor should their former client become a trainee in the Center. The following procedures are in place for maintaining this policy

Procedure:

1. Students in the Counseling or Clinical Psychology Master’s Programs or the Counseling Psychology Doctoral Program must end counseling of any kind by the end of fall semester prior to applying for the training program.
2. Students in the Social Work Master’s Program must end counseling of any kind by the end of spring semester prior to applying to the training program.
3. If a student remains in therapy past the indicated semester of the application year and then decides to apply, their application will not be considered that year.
4. Doctoral students in Counseling Psychology cannot receive therapy at the Counseling Center during the application year (beginning August 1) if they are applying for a Pre-doctoral internship at the Counseling Center.
   a. Following Matchday, any doctoral student not matched at the Center as a Pre-doctoral intern may receive therapy.
5. Therapists working with potential trainees as clients—students who indicate they may be applying for our training program—will talk with their client about the issues that may arise for them from the dual role relationship.
6. Clients who may be applying for training are encouraged to talk with their therapist about their training considerations.
7. Following the application deadline and interview process, if an applicant is not matched with our Center, they may receive therapy.
8. This policy will be provided by the receptionists in our main office to any student in the programs listed above who are seeking treatment at the Counseling Center.
9. This policy will also be posted on the Counseling Center website.

ADDENDUM

These policies have not been put into place to discourage anyone from obtaining therapy that they need. The Counseling Center staff values the contribution therapy can make to the development and growth of graduate students in training. Our staff will provide a list of practitioners and will try to work with community agencies and individual therapists to provide no-cost or low-cost therapy for graduate students, though our staff cannot promise this will occur.

Group Programming and Training

Group Programming is a significant aspect of Counseling Center services to meet the needs of our students. Trainees may have opportunities to participate in Process Groups and/or Skills Groups as part of their training experience dependent upon the needs of the Center, trainee’s interest and training goals, and schedule availability. Please see each training program’s section of the handbook for specific policies and procedures regarding group assignment.

Outreach Programming
Trainees are expected to be active participants in outreach programming during their training year and will be assigned to at least one Outreach Team. Program Coordinators will consult with the Associate Director of Training and the Associate Director of Outreach to determine number of trainees on each Outreach Team based on the needs of the Counseling Center and the needs and activities of the various outreach teams. The Center needs as well as the trainees’ interests and schedules are used to assign each trainee to an Outreach Team. A trainee may volunteer to assist with outreach programming for other teams as well depending on 1) the trainee’s schedule and interest, and 2) the needs of an Outreach Team based on the number of programs requested in the current year.

Trainees are encouraged to volunteer for outreach programs starting early in the training program to gain more experience with consultation and prevention services, as well as accrue direct service hours. This can be a way to offset hours that are not earned when therapy appointments are rescheduled, cancelled, or no-showed. Outreach events may occur outside of the trainee’s scheduled hours in the center.

Rights and Responsibilities

Introduction

Training placement experience is considered an essential experience for professionals in the area of behavioral health services and represents the transition from an academic student to behavioral health professional. The training program at the Ball State University Counseling Center has several general expectations of all trainees regarding their professional behavior. Likewise, there are general responsibilities that the program assumes in assisting the trainee to attain an acceptable level of professional competency.

The training program of the Counseling Center has the responsibility to continually assess the progress of each trainee. The primary purpose of this assessment is to facilitate professional and personal growth and to provide feedback in a continual and timely way. It is critical for the working relationship between trainee and training program that guidelines and procedures can be implemented in a way that maximizes trainee growth and development.

The training staff at the Counseling Center recognizes that developmental stressors are inherent both as a student in a graduate program as well as during the course of the training placement. During their training experience, trainees are exposed to clinical practice that typically involves a full and challenging caseload, response to client crises, development and implementation of preventive developmental programming, consultation, as well as handling other agency requirements.

Trainee supervision can often be intense, frequent, and concentrated, which can, in turn, increase a trainee’s sense of personal and professional vulnerability. Since trainees make significant developmental transitions during the training placement and may need special types of assistance during this time, it is the responsibility of the training program to provide relevant and reasonable activities, procedures, and opportunities that can facilitate growth and minimize stress.
Responsibilities of Training Program

A major focus of training placement experiences is to assist trainees in integrating their personal values, attitudes, and functioning as individuals with their professional functioning. The training program is committed to providing the type of learning environment in which a trainee can meaningfully explore personal issues that relate to their professional functioning. The training program assumes a number of general responsibilities that correspond with the three general trainee expectation areas: (1) professional standards; (2) professional competency, and (3) personal functioning. Each of these areas is described below.

1. The training program will provide trainees with information regarding relevant professional standards and guidelines as well as providing appropriate forums to discuss the implementation of such standards.
2. The training program will provide trainees with information regarding relevant legal regulations, which govern the practice of psychology, as well as providing appropriate forums to discuss the implementation of such guidelines.
3. The training program will provide copies of the Counseling Center Policy and Procedures Manual and the Counseling Center Training Handbook with a discussion of appropriate sections that address agency standards.
4. The training program will provide criteria characteristics (typically incorporated in the trainee evaluation forms) that it believes are important in assessing the trainee's competence in skills identified by the training program.
5. The training program will provide written evaluations of the trainee's progress with the timing and content of such evaluations designed to facilitate trainees' development, change and growth as professionals. Evaluations will address the trainees' knowledge of and adherence to professional standards, their professional skill competency, and personal functioning as it relates to the delivery of professional services.
6. The training placement program will maintain ongoing communication with the trainee's graduate department regarding the trainee's progress during the training placement year.
7. The training program will also provide appropriate mechanism(s) by which inappropriate trainee behavior affecting professional functioning is brought to the attention of the trainee.
8. The training program will also maintain trainee procedures, including concern and due process guidelines, to address and remediate perceived difficulties/problems as they relate to professional standards, professional competency and/or professional functioning.

Training Staff Responsibilities

1. Training staff will demonstrate the same respect for trainees that they grant other colleagues.
2. Training staff will respect individual differences among trainees, particularly in regard to prior experience/training and articulation of current training needs.
3. Training staff will provide models for ethical, professional behavior.
4. Training staff will provide models for honoring organizational parameters.
5. Within the context of their own interests, staff will be available for consultation, supervision, co-therapy experiences, and direct teaching.

6. Trainers will provide clear expectations of trainees, explicit guidelines for involvement in training activities, and vehicles for tapping and utilizing trainees' ideas, perspectives, experiences, and energy.

7. Training staff will provide professionally appropriate feedback to the trainees regarding their performance during their training experiences. Because training is a process that entails both teaching and evaluations, it is essential for trainers to provide continuous feedback. With ongoing feedback, final/formal evaluations are neither a surprise nor a hindrance, but rather a cumulative experience.

8. Training staff will consult with other members of the professional staff who have contact with their supervisee to develop a broad picture of the trainees' competencies and areas where further attention is needed.

9. Training staff will discuss with the Training Director any questions and problems that arise in the supervision.

10. Clinical Primary supervisors will attend regular training review to discuss the trainee’s experiences and/or any organizational problems that occur, and will develop effective interventions to resolve difficulties within the training program.

11. When training staff encounter problems with a trainee, staff will follow the due process procedures that have been developed.

12. Training staff, on a regular basis, will evaluate the Training Program. Feedback for the program is a necessity, which will allow it to provide more effective experiences for the present and future trainees.

**Expectations of Trainees**

The expectations of trainees are divided into three major areas: (1) knowledge of and conformity to relevant professional standards, (2) acquisition of appropriate professional competency, and (3) appropriate management of personal concerns and issues as they relate to professional functioning.

**Professional Standards:** It is recognized by the training program that mere knowledge of and exposure to the above ethical guidelines and standards are not sufficient. Trainees need to demonstrate the ability to integrate relevant professional standards into their own repertoire of professional behavior. Examples of such integration include a demonstrated awareness of ethical issues when they arise in work with clients, appropriate decision-making in other ethical situations, and awareness of ethical considerations in their own and others' professional work.

**Professional Competency:** By the time the training placement is complete, trainees are expected to meet the goals and objectives of the program through the evaluative methods associated with those goals and objectives. The competency expectations imply that trainees are making adequate progress in the above areas (as assessed by periodic evaluations) and that trainees will achieve a
level of competency by the completion of the training placement, which will enable them to function independently as behavioral health care providers.

**Personal Functioning:** It is recognized by the training program that there is a relationship between level of personal functioning and effectiveness as a behavioral health care provider, most notably in one's role delivering direct services to clients, but also in delivering other services and programs to the public and in providing supervision to graduate students in training. Physical, emotional, and/or educational difficulties/problems may interfere with the quality of a trainee's professional work. Such difficulties/problems include, but are not limited to:

- Educational or academic deficiencies;
- Psychological adjustment problems and/or inappropriate emotional responses;
- Inappropriate management of personal stress;
- Inadequate level of self-directed professional development; and
- Inappropriate use of and/or response to supervision.

When such difficulties/problems significantly interfere with a trainee's professional functioning, such difficulties/problems will be formally communicated to the trainee. The training program, in conjunction with the trainee, will formulate strategies for ameliorating such difficulties/problems and will implement such strategies and procedures. If such attempts do not restore the trainee to an acceptable level of professional functioning within a reasonable period of time, discontinuation in the program may result. The specific procedures employed for the acknowledgment and amelioration of trainee deficiencies will be described later in this section.

**Trainee Rights**

1. The right to a clear statement of general rights and responsibilities upon entry into your internship, including a clear outline of goals and parameters of this training experience, provided in the form of a handbook.
2. The right to be trained by professionals who behave in accordance with all applicable ethical guidelines.
3. The right and privilege of being treated with professional respect, recognizing the training and experience the trainee brings with them.
4. The right to ongoing evaluation that is specific, respectful, and pertinent to clinical and professional growth.
5. The right to engage in ongoing evaluation of the training experience and specifically evaluate supervision experiences through written feedback.
6. The right to initiate an informal resolution of problems that might arise in the training experience (supervision, assignments, etc.) through request to the individual concerned and/or the Program Coordinator.
7. The right to Due Process to address problems after informal resolution has failed (either with the supervisor or Program Coordinator) or to determine when rights have been infringed upon.
8. The right to privacy and respect of one’s own personal life as long as said personal life is not in violation of applicable ethical guidelines or warrants additional concern for the trainee’s well-being.

Trainee Responsibilities

1. The responsibility to read, understand and clarify, if necessary, the statement of rights and responsibilities. It is assumed that implementations of these responsibilities is a function of competence and will be exercised.

2. The responsibility to maintain personal and professional behavior within the scope of all applicable ethical guidelines.

3. The responsibility to behave within the bounds set forth by the laws and regulations of the State of Indiana and Ball State University.

4. The responsibility to be open to professionally appropriate feedback from immediate supervisors, professional staff and agency personnel.

5. The responsibility to behave in a manner that promotes professional interaction within the Counseling Center and is in accordance with the standards and expectations of the center.

6. The responsibility to give professionally appropriate feedback regarding the training experience or Counseling Center experience.

7. The responsibility to conduct oneself in a professionally appropriate manner at all times, and if due process is initiated.

8. The responsibility to actively participate in the training, service and overall activities of the Counseling Center.

9. The responsibility to meet training expectations by developing competency as follows:
   a. Broad range of professional skill proficiency;
   b. Skill in providing services to a diverse clientele;
   c. Personal and professional growth;
   d. Assessment and crisis skills;
   e. Counseling and therapy skills refinement;
   f. Consultation skills;
   g. Increased competence in emphasis area;
   h. other areas as considered appropriate.

10. The responsibility to complete core competencies of the training year through demonstrated proficiency and satisfactory evaluations from supervisors.

Clinical Information

Counseling Center Confidentiality Statement
As a member of the Counseling Center, trainees need to be aware that the data and materials to which they have access are to be treated in a professional and confidential manner. As a consideration of their training in Counseling Center, they will 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 agreement applies to all private confidential information regardless of format: oral, written, computerized, printed, faxed, etc.

Trainees will receive a briefing on Counseling Center policies as well as appropriate state and federal laws about the confidentiality of records, the improper release of information, and the alteration or destruction of student records.

Any breach of the confidentiality of this 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 Off Campus**

Practical experience is a significant part of the graduate education process. Trainees may be asked to use their clinical training experience from the Counseling Center to complete academic assignments. This may include but is not limited to class presentations and papers, comprehensive examinations, and supervision/consultation groups with faculty and peers. In order to protect our clients’ confidentiality as well as support the continued growth of our trainees, we have developed the following procedure for use of clinical information outside of the Counseling Center.

Trainees must first talk with their client about the use of treatment-related information outside the Counseling Center and complete an Informed Consent Form if the client consents (see Appendices). Trainees cannot remove Titanium notes or videos of sessions from the Counseling Center. They may use their own de-identified notes to work on their academic assignment. Before submitting an assignment or giving a presentation, the trainee’s supervisor will review the assignment to confirm that it is de-identified. Trainees must give their supervisor at least one week for review and to provide feedback.

For assignments that may include use of video from a therapy session, an encrypted folder on Box.com may be used so that the trainee may access a video off campus for in-person classes only. Trainees will notify their Program Coordinator of the date of their presentation, and their Program Coordinator will upload the video to be viewed that day.

For comprehensive examinations that will be reviewed by the trainee’s faculty, Box will be used in a similar manner so that the faculty member may view a selected video of the trainee’s clinical work. The Faculty Confidentiality Agreement will be signed by each faculty member who will review the video.

Use the following form letter when sending the Informed Consent form to clients:

> Dear [Insert Client Name],

I hope you are doing well. I have attached the document we discussed in our meeting. Please review the document and if you consent, you can use the Acrobat Reader “Fill & Sign” option to insert your signature and complete the date line. You may also print, sign,
and send a scanned or photographed copy back. Once completed, please return through the Counseling Center email counselctr@bsu.edu.

If you have any questions, please contact our office at 765-285-1736.

Sincerely,

[Insert signature lines]

Administrative Information

Counseling Center Titanium Accounts for Trainees

Below are a set of policies for the Titanium account that the Counseling Center will set up for each trainee in order for them to access their calendar for their appointments and client files. This account is being set up in order to protect the confidentiality of clients they are seeing in the Center. It is essential that trainees follow the policies. Violating these policies will be considered a violation of client confidentiality and may be cause for dismissal from the training program.

1. A new computer account for Titanium will be set up for each trainee. This can be accessed through the icon on their desktop. Trainees can sign in with their Titanium username and password. The calendar can be synched back to their Outlook calendar. The process and implications for this will be explained during orientation.

2. This account belongs to the Counseling Center and is to be used only for Counseling Center business.

3. **Trainees are not to give access to this account to anyone at any time for any reason.**

4. Only the trainee, Counseling Center administration, and reception will have access to this account.

5. This calendar will contain the trainee’s counseling appointments and any other Center related activities.

6. All email correspondence with clients will go through the main Counseling Center email account.

7. Given that this is a Titanium account, trainees will be not able to access it any place on or off campus outside of the Counseling Center.

8. At the end of their training in the Center, this account will be closed and trainees will no longer have access to the information. If a trainee needs data that they would get from their calendar (e.g., numbers of clients seen, etc.) they must keep separate records as they go along. Trainees should check with their Program Coordinators here in the Center to see what data the Center could provide them.

Trainee Release for Publication

I give permission to include the following in publications/webpage materials describing the training programs and services at Ball State University’s Counseling Center: (1) my name and/or
photograph, individually or in a group, (2) my graduate university and program, and (3) my first post-training placement employment position.

I understand that I am under no obligation to grant my permission to have my name and information included in such materials. I understand that any decision I make with regard to inclusion or exclusion of information, photographs, or name will have no effect on my successful completion of the training program, and will have no bearing upon my evaluation during the training experience.

If you choose to not give permission, please make a specific note on the Trainee Contract Agreement.

**Office Space**

Each trainee is assigned to a shared office space, which will include a locked storage space. This office space is available to the trainee for work on the days scheduled. Since the office space is shared, each trainee is responsible for maintaining the space in a manner that is professional and orderly, and individualized decorations are not encouraged. In order to support the safety of trainees and ensure the security of the Counseling Center offices, trainees may not access the Counseling Center when the Center is closed for business during evenings, weekends, and university holidays. If trainees choose to work at the Counseling Center during a break in the academic year, they can contact their Program Coordinator to coordinate access to their office space during regular business hours.

Trainees will not be given a key for the offices to access these spaces outside of Counseling Center business hours. If a trainee should need Counseling Center computer access outside of business hours, the trainee will meet with their Program Coordinator to identify a plan of action in order to complete the required work as well as address potential barriers to completing work within the trainee’s allotted time in the center.

**Counseling Center Dress Code**

We recognize that dress has an impact on the therapeutic relationship and the way Counseling Center staff and trainees are perceived on campus. This policy is designed to provide guidance to staff and trainees about appropriate dress. We recognize that dress is an important component of professional, personal, and cultural expression. We strive to create a culture of openness and professionalism around dress, and we ask individuals to hold that intention in mind.

All Counseling Center employees and trainees will dress in business casual attire during work hours. More formal dress may be required on some occasions. In some circumstances, the Director of the Counseling Center may waive this requirement at their discretion.

**Procedure:**

1. Professional dress should be business casual.
2. If a trainee has specific questions about their dress, they should consult with one of the Associate Directors, the Office Manager, or the Director.

**Leave Policy**

The Leave Policy was developed to guide trainees on the procedures for requesting leave time for reasons including (but not limited to) professional opportunities, illness, family issues, and extenuating personal needs. Trainees are not expected to be in attendance during Ball State University breaks and holidays.

There is not a specific restriction on the amount of leave time that can be requested per academic year. However, if a trainee’s leave time begins to affect their training hours or responsibilities within the Center, they will meet with their Program Coordinator to discuss a plan for managing their training hours. Advanced Doctoral Practicum Trainees whose internship interviews conflict with their training hours will not need to use leave time for their interviews. However, they are required to communicate dates they will be out of the office through the Counseling Center Leave email.

**Leave Time Notification**

To assist with scheduling and operational functioning, all *foreseeable leave* must be requested at least two (2) weeks prior to the requested leave date. Trainees will communicate the date(s) they will be out of the office in an email to the Counseling Center Training Leave email cctrngleave@bsu.edu. All senior staff, front office staff, and the office manager will receive this email to ensure that all relevant parties are notified of a trainee’s absence. If the leave is not approved, the Program Coordinator will contact the trainee stating the reason the leave was not approved. Trainees cannot request leave time during orientation.

After the leave request has been approved, the trainee is responsible for:

1. Scheduling the day(s) that they will be out in their Titanium calendars.
2. Asking the front office to reschedule clients already scheduled during leave time.
3. Finding an alternative person to cover any outreach program that is scheduled during leave time and notifying outreach team leader(s) and co-presenter(s) of the change.
4. Notifying their group therapy supervisor and/or co-leader if leave time is scheduled during a process or skills group.
5. Rescheduling individual supervision with their supervisor(s).

If an *unexpected absence* occurs due to illness or an emergency, the trainee must email cctrngleave@bsu.edu as soon as possible. The Program Coordinator will coordinate with the front office to ensure that the trainee’s clinical responsibilities are managed.
Appendices
Ball State University
Equal Opportunity and Affirmative Action Policy

Ball State University is committed to the principles of nondiscrimination and equal opportunity in education and employment. Further, the University is committed to the pursuit of excellence by prohibiting discrimination and being inclusive of individuals without regard to race, religion, color, sex (including pregnancy), sexual orientation, gender identity or gender expression, disability, genetic information, ethnicity, national origin or ancestry, age, or protected veteran status. This commitment enables the University to provide qualified individuals access to all academic and employment programs on the basis of demonstrated ability without regard to personal factors that are irrelevant to the program or job requirements involved.

The University assigns a high priority to the implementation of this equal opportunity policy and, through its affirmative action program, seeks to expand its efforts to guarantee equality of opportunity in employment. Affirmative action is taken to attract and recruit diversity, including underrepresented minority groups, females, protected veterans or individuals with disabled veteran status, and otherwise qualified persons with disabilities. Ball State will hire, transfer, recruit, train, promote, assign work, compensate, layoff and/or terminate based upon the tenets of this policy.

The University President affirms the commitment to equal opportunity and accepts responsibility for the implementation of the affirmative action program along with the vice presidents, deans, directors and heads of units. All persons involved in the decision-making process, including members of faculty and other employee committees, shall act in a nondiscriminatory manner. The Director of Employee Relations and Affirmative Action has been specifically designated to be responsible for overall compliance with all federal and state laws and regulations regarding nondiscrimination and for implementation and coordination of the University’s affirmative action program. Information concerning the University’s affirmative action program can be obtained from the Director of Employee Relations and Affirmative Action, Ball State University, Muncie, IN 47306.

To ensure equal employment opportunity and nondiscrimination, each member of the Ball State University community must understand the importance of this policy and his/her responsibilities to contribute to its success. This policy seeks to encourage the reporting of incidents so they may be addressed. Employees and applicants shall not be subjected to harassment, intimidation, threats, coercion, discrimination, or retaliation because they have engaged or may engage in any of the following: 1) filing a complaint; 2) assisting or participating in an investigation, compliance review, hearing, or any other activity related to the administration of any federal, state, or local law requiring equal employment opportunity; 3) opposing an act or practice deemed unlawful by a federal, state, or local law requiring equal employment opportunity; or 4) exercising any right according to this policy and/or any other lawfully protected right.

Complaints regarding unlawful discrimination or retaliation should be filed within 45 calendar days following the alleged act or incident giving rise to the complaint with the Director of Institutional Equity and Internal Investigations in accordance with the Ball State University Equal Opportunity and Affirmative Action Complaint Investigation Procedure and Appeal Process. A copy of this
document may be obtained by contacting the Director of Institutional Equity and Internal Investigations. Any individual or group found to have violated this policy will be subject to disciplinary or remedial action, up to and including termination of employment or expulsion from the University. Faculty and staff who are determined to have violated this policy also may be held personally liable for any damages, settlement costs or expenses, including attorney fees incurred by the University.

The University maintains an audit and reporting system to determine overall compliance with its equal employment opportunity mandates. As a part of this system, the President will review the University's equal opportunity and affirmative action policy and program at least once each year, measure progress against the objectives stated in the affirmative action program, and report findings and conclusions to the Board of Trustees.

Revised by the Board of Trustees July 24, 1998, July 19, 2013, July 17, 2015

Ball State University

Statement on the Importance of Diversity & Inclusion

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. Ball State is committed to ensuring that all members of the campus community are welcome through our practice of valuing the varied experiences and worldviews of those we serve. We promote a culture of respect and civil discourse as evident in our Beneficence Pledge.

At Ball State, diversity is an integral part of our identity. Our success depends on our efforts to cultivate inclusivity within our pedagogical, scholarly, and creative pursuits. Community is an inherent and crucial aspect of such efforts at local, national and international levels. As we recruit and retain a diverse administration, faculty/staff and student body, we strive to ensure that our students are prepared to engage and succeed in increasingly diverse environments. Our recruitment efforts will continue to include historically underrepresented populations to create the cultural milieu that promotes participation by all.

We are committed to the pursuit of excellence by being inclusive of individuals without regard to race, religion, color, sex (except where sex is a bona fide qualification), sexual orientation, gender identity/gender expression, physical or mental disability, national origin, ancestry, or age. Ball State will be a place recognized for its positive climate—one where all stakeholders know that their contributions to the mission of the university are essential to our success.
Anti-Harassment Policy

Harassment of students or employees at Ball State University on the basis of race, color, national origin, ancestry, religion, creed, gender*, sexual orientation, gender identity/gender expression, age or physical or mental disability is unacceptable and will not be tolerated. Such conduct is inconsistent with the University’s commitments to excellence and to respect for all individuals. This Policy is intended to complement the University’s Equal Opportunity and Affirmative Action Policy. The University is also committed to protecting the academic freedom and freedom of expression of all members of the University community. This Policy will be construed and applied in a manner that protects the academic freedom and freedom of expression of all parties to a complaint. Academic freedom and freedom of expression include but are not limited to the expression of ideas, philosophies, or religious beliefs, however controversial, in classroom or other academic settings.

The term “harassment,” as used in Paragraph 1 of this Policy, refers to verbal, physical, graphic or written conduct that has the purpose or effect of creating a hostile or intimidating environment; i.e., conduct which is sufficiently severe, pervasive, or persistent that it interferes significantly with an individual’s employment, education, or living conditions. The conduct alleged to constitute harassment under this Policy will be evaluated from the perspective of a reasonable person similarly situated to the complainant and considering all of the facts and circumstances. Harassment must be distinguished from behavior which, even though unpleasant or disconcerting, is appropriate to the carrying out of instructional, advisory, or supervisory responsibilities. Instructional responsibilities, in particular, require appropriate latitude for pedagogical decisions concerning the topics discussed and methods used to draw students into discussion and full participation.

Members of the University community and others who believe they have been harassed in violation of this Policy by University employees or students, or by contractors or vendors serving the University, may contact the Director of Institutional Equity and Internal Investigations. Formal complaints must be filed with the Director of Institutional Equity and Internal Investigations within 45 calendar days following the occurrence of the act, incident, conduct, or pattern of conduct constituting the alleged violation. Such complaints will be processed under the “Ball State University Equal Opportunity and Affirmative Action Complaint Investigation Procedure and Appeal Process.” A copy of this document may be obtained by contacting the Director of Institutional Equity and Internal Investigations. Complaints involving students may instead be filed in the Division of Student Affairs and Enrollment Services, for handling under the procedures set forth in the Student Code. Any University employee who becomes aware of conduct by another University employee, student, vendor or contractor which the employee reasonably believes constitutes harassment under this Policy shall report the conduct immediately to the Director of Institutional Equity and Internal Investigations; or, if the harassment involves students, the conduct may instead be reported to the Division of Student Affairs and Enrollment Services. To knowingly file a false or malicious complaint or report of harassment is a violation of this policy.

*This Policy covers gender-based harassment that is non-sexual in nature. Sexual harassment is covered by a separate “Statement on Sexual Harassment.”

Revised by the Board of Trustees on December 18, 1998; July 19, 2013; and July 2015

Statement on Sexual Harassment
1. Harassment on the basis of sex is a form of illegal sex discrimination. Sexual harassment in employment violates Title VII of the Civil Rights Act of 1964, as well as state law. Student-on-student sexual harassment and sexual harassment directed toward a student by a University employee violates Title IX of the Education Amendments of 1972.

2. Ball State University will not tolerate sexual harassment of students or employees by members of its faculty or staff, its students or by other agents of the University and will respond in a suitable manner to every complaint.

3. The University has adapted the Equal Employment Opportunity Commission (EEOC) definition of sexual harassment for our academic community: Sexual harassment is defined as any unwelcome sexual advance, request for sexual favor or other unwelcome verbal or physical conduct of a sexual nature, whether committed on or off campus, when:
   3.1 submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment or participation in a University-sponsored education program or activity;
   3.2 submission to or rejection of such conduct by an individual is used as the basis or threatened to be used as the basis for employment decisions or academic decisions or assessments affecting an individual; or
   3.3 such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile or offensive working or educational environment. Such conduct will typically be directed against a particular individual or individuals and will either be abusive or severely humiliating or will persist despite the objection of the person targeted by the speech or conduct. Sexual harassment includes but is not limited to situations where one person has authority over another. In such situations, sexual harassment is particularly serious because it may unfairly exploit the power inherent in a faculty member’s or supervisor’s position.

4. Sexual harassment can be verbal, visual, physical or communicated in writing or electronically. Some conduct obviously constitutes sexual harassment – such as a threat that a grade or promotion will depend on submission to sexual advance. But whether particular conduct constitutes sexual harassment will often depend upon the specific context of the situation, including the participants’ reasonable understanding of the situation, their past dealings with each other, the nature of their professional relationship (e.g., supervisorsubordinate, colleague, etc.) and the specific setting. The inquiry can be particularly complex in an academic community, where the free and open exchange of ideas and viewpoints preserved by the concept of academic freedom may sometimes prove distasteful, disturbing or offensive to some. Sexual harassment must be distinguished from behavior which, even though unpleasant or disconcerting, is appropriate to the carrying out of instructional, advisory, or supervisory responsibilities. Instructional responsibilities, in particular, require appropriate latitude for pedagogical decisions concerning the topics discussed and methods used to draw students into discussion and full participation.

5. Examples of conduct which may constitute sexual harassment include but are not limited to:
   5.1 requests for sexual favors;
   5.2 unwelcome physical contact such as hugging, rubbing, touching, patting, pinching or brushing another’s body;
   5.3 veiled suggestions of sexual activities;
   5.4 requests for private meetings outside of class or business hours for other than legitimate academic or business-related purposes;
   5.5 use in the classroom of sexual jokes, stories or images in no way germane to the subject of the class;
   5.6 use in the workplace of sexual jokes, stories or images in no way germane to the subject of the work environment;
5.7 remarks about a person’s body or sexual relationships, activities or experience that are in no way germane to the subject of the work or academic environment;
5.8 use of inappropriate body images to advertise events.

6. Members of the University community can expect to be free from sexual harassment and thus all members of the University community should guard against it. The fact that someone did not intend to sexually harass an individual is generally not considered a sufficient defense to a complaint of sexual harassment, although the reasonableness of the accused’s perceptions may be considered. In most cases, it is the effect and characteristics of the behavior on the complainant and whether a reasonable person similarly situated would find the conduct offensive that determine whether the behavior constitutes sexual harassment.

7. The University will not tolerate retaliation or discrimination against persons who report or charge sexual harassment or against those who testify, assist or participate in any investigation, proceeding or hearing involving a complaint of sexual harassment. In this context, retaliation means speech or conduct that adversely affects another’s terms or conditions of employment or education and is motivated by an intent to harm the targeted person because of his or her participation in the filing or investigation of an allegation of sexual harassment. Any such retaliation – or encouragement of another to retaliate – is a serious violation of University policy and law, independent of whether the particular claim of sexual harassment is substantiated. Anyone who believes he or she has been subjected to retaliation in violation of this rule may use the procedures described in this policy to complain and seek redress.

8. Any member of the University community who believes he or she is being sexually harassed or is being retaliated against is encouraged to contact the Office University Compliance and make a complaint. The complaint will be investigated in accordance with the "Equal Opportunity and Affirmative Action Complaint Investigation Procedure and Appeal Process." A copy of this document may be obtained by contacting the Office of University Compliance.

9. The University can respond to specific instances and allegations of harassment only if it is aware of them. The University therefore encourages anyone who believes that he or she has experienced sexual harassment to come promptly forward (typically within 45 calendar days) with inquiries, reports or complaints and to seek assistance from the Office of University Compliance. In addition, any University employee who becomes aware of instances or allegations of sexual harassment by or against a person under his or her supervisory authority must report them to the Office of University Compliance. It shall be the responsibility of the Office of University Compliance to respond to allegations and reports of sexual harassment or refer them to other University officials for an appropriate response.

10. Any dean, chairperson, director or department head or other similar administrator who becomes aware of information indicating a significant likelihood of sexual harassment must report such information to the Office of University Compliance. These administrators must respond not only when they receive a specific complaint or report alleging improper activity, but also when such matters come to their attention informally. Unconfirmed or disputed allegations should be clearly labeled as such and reports should indicate any steps already taken to respond. Administrators should consult the Office of University Compliance prior to responding to any situation involving alleged harassment.

11. Possible sanctions for a person found engaging in behavior which is in violation of this policy include but are not limited to the following:
11.1 oral or written reprimand, placed in personnel file;
11.2 required attendance at a sexual harassment sensitivity program;
11.3 an apology to the victim;
11.4 loss of salary or benefit, such as sabbatical or research or travel funding;
11.5 transfer or change of job, class or residential assignment or location (i.e., removing the person from being in a position to retaliate or further harass the victim);
11.6  demotion;
11.7  suspension, probation, termination, dismissal or expulsion. While counseling is not considered a sanction, it may be offered or required in combination with sanctions. Where alcohol/drugs are involved in the sexual harassment, such counseling may include a substance abuse program. If students or student groups are guilty of sexual harassment, any of the sanctions set forth in the "Code of Student Rights and Responsibilities" may also be invoked.

12.  The University seeks to protect the rights of all persons, accusers and accused, to fair procedures. Accusations of sexual harassment frequently have injurious, far-reaching effects on the careers and lives of accused individuals. Allegations of sexual harassment must be made in good faith and not out of malice. Knowingly making a false or frivolous allegation of sexual harassment will be considered a serious violation of University policy.

Approved by the Board of Trustees on December 17, 1999.
Revised August 2002 and July 2015.
Informal Conflict and Conflict Resolution

Wherever there are people there can also be conflict since no relationship is seamless. Given the stresses of graduate school and training placements, the relationship between trainee and Counseling Center staff can become strained. The Counseling Center and training program work to create an atmosphere in which mutual feedback can be exchanged and conflict can be resolved in a meaningful way. Most conflict can be addressed informally between the parties involved and can be resolved in a meaningful manner.

We realize that conflict is inevitable when people work together. The important thing is to resolve the conflict in a satisfactory and meaningful way for the parties involved. This is accomplished by creating a process that results in an outcome 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.

We recognize there are power differences between senior staff, support staff, and trainees within the Center and these power differences need to be acknowledged when dealing with conflict. We also believe a developmental part of a trainee's professional training is learning to manage disagreements or problems with other professionals directly with that individual. The training staff and Training Director are available to provide guidance to the trainee so that the trainee can effectively navigate those situations and discussions.

At all times there will be a strong, positive effort to resolve conflicts either informally or formally within the Counseling Center.

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 has not achieved a satisfactory resolution, OR the trainee does not feel safe (e.g. sexual harassment) discussing the problem directly with the individual(s) involved, they should discuss the situation with the training director.
3. If the conflict is as regards to an aspect of the training program, the trainee should first discuss their concerns with the relevant program coordinator, who may consult with the training director.
4. Should the problem remain unresolved after contacting the appropriate training coordinator, the trainee may contact the training director. Should the situation remain unresolved at that point, the trainee may contact the Director of the Counseling Center 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.
Inadequate Performance and/or Insufficient Professional Competence, Due Process, and Grievance Procedures

Purpose
This document outlines the procedures used by the training program to: (a) evaluate intern performance, (b) respond to problematic, inadequate or difficult/problematic intern performance or insufficient professional competence, and (c) insure that due process is accorded all parties during the evaluation and review process. It also includes procedures for interns if they have concerns within this process or have concerns with center staff.

Introduction
The training program of the Counseling Center is responsible for continually assessing the progress of each intern. The primary purpose of this assessment is to facilitate professional and personal growth and is provided in a continual and timely way. In addition, it is particularly important that there is a continual contact and a close working relationship between graduate and internship programs so that these guidelines and procedures can be implemented in a way which maximizes intern growth and development.

The training program also recognizes that developmental stressors are inherent both in the transition from graduate school to an internship setting as well as during the course of the internship. During the internship, interns are exposed to full-time clinical practice, typically involving a full and challenging caseload, responding to client crises, developing and implementing preventive developmental programming, consultation, providing supervision, as well as handling other agency requirements. Furthermore, intern supervision is often very intense, concentrated and frequent, which may increase the intern's sense of personal and professional vulnerability. Thus, while the internship represents a critical professional opportunity where interns can learn and refine skills, gain a greater sense of professional confidence, and develop a greater sense of professional identity, it is also a time of increased stress and vulnerability.

Since interns make significant developmental transitions during the internship and may need special types of assistance during this time, it is the responsibility of the training program to provide activities, procedures and opportunities that can facilitate growth and minimize stress. Such measures include, but are not limited to, extensive orientation meetings, some individualization of programs, clear and realistic expectations, clear and timely evaluations which include suggestions for positive change, contact with support individuals (e.g., supervisors) and/or groups, other graduate trainees, former interns, etc.), meetings and/or seminars specifically addressing expected stressors and transitions, and staff attention to the gradual increase in both the number and severity of clients.

Expectations and Responsibilities of Training Program
The doctoral internship is considered an essential culminating experience for professional psychologists and marks the important transition from student to professional status. The training program at Ball State University Counseling Center has several general expectations of all interns regarding their professional behavior. Likewise, there are general responsibilities that the program assumes in assisting the intern to attain an acceptable level of professional competency. These expectations and responsibilities are identified below.

Training Program Expectations of Interns
The expectations of interns are divided into three major areas: (1) knowledge of and conformity to relevant **professional standards**, (2) acquisition of appropriate **professional competency**, and (3) appropriate management of **personal concerns** and issues as they relate to **professional functioning**.

**Professional Standards**—The training program recognizes that mere knowledge of and exposure to the above ethical guidelines and standards are not sufficient. Interns need to demonstrate the ability to integrate relevant professional standards into their own repertoire of professional behavior. Examples of such integration include a demonstrated awareness of ethical issues when they arise in work with clients, appropriate decision-making in other ethical situations, and awareness of ethical considerations in their own and others' professional work.

**Professional Competency**—By the time the internship is complete, interns are expected to meet the goals and objectives of the program through the associated evaluative methods. The competency expectations imply that interns are making adequate progress in the above areas (as assessed by periodic evaluations) and that interns achieve a level of competency by the completion of the internship, that enables them to function independently as psychologists.

**Personal Functioning**—The training program recognizes there is a relationship between level of personal functioning and effectiveness as a professional psychologist, most notably in one's role delivering direct services to clients, but also in delivering other services and programs to the public and in providing supervision to graduate students in training. Physical, emotional and/or educational difficulties/problems may interfere with the quality of an intern's professional work. Such difficulties/problems include, but are not limited to:

- Educational or academic deficiencies;
- Psychological adjustment problems and/or inappropriate emotional responses;
- Inappropriate management of personal stress;
- Inadequate level of self-directed professional development; and
- Inappropriate use of and/or response to supervision.

When such difficulties/problems significantly interfere with an intern's professional functioning, such difficulties/problems are formally communicated to the intern. The training program, in conjunction with the intern, formulates strategies for ameliorating such difficulties/problems and implements such strategies and procedures. If such attempts do not restore the intern to an acceptable level of professional functioning within a reasonable period of time, discontinuation in the program may result. The specific procedures employed for the acknowledgment and amelioration of intern deficiencies are described later in this section.

**Responsibilities of Training Program**
A major focus of internship training is to assist interns in integrating their personal values, attitudes, and functioning as individuals with their professional functioning. The training program is committed to providing a learning environment in which an intern can meaningfully explore personal issues that relate to his/her professional functioning. In response to the above intern expectations, the training program assumes a number of general responsibilities. These responsibilities correspond to the three general expectation areas: (1) professional standards; (2) professional competency, and (3) personal functioning. Each of these areas is described below.
• The training program provides interns with information regarding relevant professional standards and guidelines as well as providing appropriate forums to discuss the implementation of such standards.

• The training program provides interns with information regarding relevant legal regulations, which govern the practice of psychology, as well as providing appropriate forums to discuss the implementation of such guidelines.

• The training program provides copies of the Counseling Center Policies and Procedures Manual and Training Handbook with a discussion of appropriate sections which address agency standards.

• The training program provides criteria characteristics (typically incorporated in the intern evaluation forms), which it believes, are important in assessing the intern's competence in skills identified by the training program.

• The training program provides written evaluations of intern progress with the timing and content of such evaluations designed to facilitate intern development, change and growth as professionals. Evaluations address the intern knowledge of and adherence to professional standards, professional skill competency, and personal functioning as it relates to the delivery of professional services.

In accepting the above responsibilities, the internship program maintains ongoing communication with the intern's graduate academic department regarding intern progress during the internship year. The training program provides appropriate mechanism(s) by which inappropriate intern behavior affecting professional functioning is brought to the attention of the intern. The training program also maintains intern procedures, including concern and due process guidelines, to address and remediate perceived difficulties/problems as they relate to professional standards, professional competency and/or professional functioning.

**Definition of Inadequate Performance and/or Insufficient Professional Competence**

It is a professional judgment as to when an intern's behavior becomes problematic rather than just of concern. A concern can normally be ameliorated with remediation. These behaviors are not excessive or outside the domain of behaviors for professionals in training.

For purposes of this document, intern inadequate performance and/or insufficient professional competence is defined as behaviors, attitudes, or characteristics which go beyond that of a concern and require remediation. Insufficient competence or inadequate performance is usually reflected in one or more of the following ways:

• a trainee exhibits an inability and/or unwillingness to acquire and integrate professional standards into her/his repertoire of professional behavior;

• an inability and/or unwillingness to acquire professional skills in order to reach an acceptable level of competency; and/or

• an inability and/or unwillingness to adaptively manage personal stress, psychological dysfunction and/or excessive emotional reactions which interfere with professional functioning.
Evaluation criteria which link this definition of inadequate performance and/or insufficient professional competence to particular professional behaviors are incorporated in the specific evaluation forms for clinical and other work which are completed by supervisors at several intervals during the internship (evaluation forms are included in the appendices of the Training Handbook).

Due Process
Due process ensures that decisions made by programs about interns are not arbitrary or personally based, requires that programs identify specific evaluative procedures which are applied to all trainees, and have appropriate appeal procedures available to the intern so he/she may challenge the program's action.

General due process guidelines include:
1. Presenting interns, in writing, with the program's expectations related to professional functioning;
2. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at prescribed intervals;
3. Articulating the various procedures and actions involved in making decisions regarding difficult/problematic situations;
4. Communicating, early and often, with graduate programs about any suspected difficulties with interns, seeking input from these academic programs about how to address such difficulties;
5. Instituting, with the input and knowledge of the graduate program, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies;
6. Providing a written procedure to the intern, which describes how the intern may appeal to the training program's action. Such procedures should be included in the program's Handbook and made available to the intern at the beginning of the internship;
7. Ensuring that interns have sufficient time to respond to any action taken by the training program;
8. Using input from multiple professional sources when making decisions or recommendations regarding the intern's performance; and
9. Documenting, in writing and to all relevant parties, the action taken by the program and its rationale.

Procedures to Address Inadequate Performance by an Intern
Based on the definition of inadequate performance and/or insufficient competence, if an intern receives a rating of "inadequate for an intern-in-training" from any of the evaluation sources in any of the major categories of evaluation or if at any time the intern supervisors in collaboration with the training director believe the intern’s behavior is problematic and of concern, the following procedures will be initiated.
Step 1: Trainee difficulties involving inadequate performance or insufficient competence

The training director and the intern supervisors will meet to discuss the rating and/or information and determine what level of difficulty exists for the intern.

**Level 1 difficulties**—require significant remediation and include one or more of the following criteria. If the issues are identified as Level 1 issues, Step 2 will be skipped and Step 3 below will be implemented and remediation actions will be further determined based on the nature of the problems. Usually one or more of the following issues are involved and identified:

a. The intern does not acknowledge, understand, or address the problem when it is identified;
b. The problem is not merely a reflection of a skill deficit, which can be rectified by academic or didactic training;
c. The quality of services delivered by the intern is sufficiently negatively affected;
d. The problem is not restricted to one area of professional functioning;
e. A disproportionate amount of attention by training personnel is required; and/or
f. The trainee’s behavior does not change as a function of feedback, remediation efforts, and/or time.
g. The problem behavior has potential for ethical or legal ramifications.
h. The intern’s behavior negatively impacts the public view of the agency.

(adapted from: Lamb, D., Presser, N., Pfost, K., Baum, M., Jackson, V., and Jarvis, P. (1987). Confronting professional inadequate performance and/or insufficient professional competence during the internship: Identification, due process and remediation. Professional Psychology: Research and Practice 18, No. 6, 587-603)

**Level 2 difficulties**: refer to the intern who is functioning below expected level in one or more major areas, but whose clinical functioning and response to feedback are more positive, such that the criteria for level 1 are not met. If the intern’s problem/issue falls into the level 2 difficulties, Step 2 will be implemented.

Step 2: Acknowledgement Notice

The intern will be notified, in writing, that such a review is occurring and the training committee will receive any information or statements from the intern related to his/her response to the rating. The training committee and the intern supervisors will work with the intern to rectify the problem or skill deficits addressed by the rating. At this stage, the following responses may be utilized to improve and increase the intern’s skills and competence.

1. Increase supervision, including viewing additional video by the intern
2. Change in the format, emphasis, and/or focus of supervision
3. Require the intern to read theories and articles related to the problematic behavior or issue.
4. Change in the intern’s activities in the Center (reduce intakes, client load, etc.)
5. Recommend personal therapy if appropriate

There will be a contract in writing developed for specific behavior changes within a designated timeframe. The initial written contracts with the intern are not shared with the intern’s academic department and are not part of the intern’s permanent record if the intern is responsive and responsible for a positive change in
order to improve and increase his/her professional competence. If the intern’s response and/or progress are not sufficient and positive, step 3 will be implemented.

**Step 3: Formal Remediation and Sanctions**

In this stage, a formal remediation procedure will be initiated. This will occur if the intern does not make sufficient progress such that professional standards have not been integrated, professional competencies have not been demonstrated, and/or professional functioning and emotional stability is not evident. It is important to note that the training staff will be mindful and balance the needs of the intern, the clients involved, members of the trainee’s training group, the training staff, other agency personal, and the campus community. All evaluative documentation will be maintained in the trainee’s file. All actions in this step will need to be adequately and appropriately documented in a manner consistent with the due process procedures.

**Formal remediation procedures are as follows:**

1. The training director verbally informs the trainee that formal remediation procedures will be implemented.

2. The supervisor who implements the remediation will document the deficient areas in a written evaluation. The documentation will include a description of unsatisfactory performance, actions needed by the intern to correct the unsatisfactory behavior, the timeline for correcting the problem, and what sanction(s) may be implemented if the problem is not corrected.

3. The supervisor shares the document with the trainee.

4. The supervisor gives a copy of the document/evaluation to the training director. This copy is placed in the intern’s permanent file.

5. The intern’s academic department will be informed and a copy of the document may be forwarded to the intern’s academic department.

6. The Training Committee is notified of the remediation process.

7. After the agreed time-frame and appropriate consultation with all parties, the training director may decide to take one of the following actions
   
   a. To dismiss the concern and decide that the intern is performing adequately
   b. To present the intern with specific behavioral conditions for the continuation of the internship and a timeline for meeting those conditions.
   c. To suspend the intern from some or all of his/her activities until specified steps are taken
   d. To terminate the intern’s internship training

8. The training director will share a final copy of the decision with the intern and inform the academic department. The copy of the decision will be placed in the intern permanent file.

9. An appeal may be submitted according to the grievance procedures outlined below.

**Sanction Options**
The implementation of a remediation plan with possible sanctions should occur only after careful deliberation and thoughtful consideration by the intern supervisor and the training director. At this step, the Director of Counseling Center will be informed and consulted. The sanctions listed below may not necessarily occur in order and several courses of action may be implemented concurrently to address the insufficient competencies. The severity of the problematic behavior plays a role in the level of the remediation plan with selected sanctions. **It is important to note that in some of these sections where the intern does not complete the program and is dismissed or salary and benefits are involved, University Human Resources will be consulted.**

1. **Program Modification**
   The purpose of the program modification is to specifically address the concern in a defined and concrete fashion. This period will include more closely scrutinized and supervised by the intern clinical supervisor in consultation with the training director. The training director, in consultation with the intern supervisors, the Director of Counseling Center, and the intern will determine final termination of the modified schedule period. The intern academic program is notified of the concern and of the steps taken to remedy the situation. Examples of possible modifications include:
   a. increasing the amount of supervision, either with the same or additional supervisors;
   b. changing in the format, emphasis, and/or focus of supervision;
   c. recommending personal therapy;
   d. reducing and/or changing the intern’s clinical or other workload;
   e. requiring specific reading or other work outside of regular work hours.

2. **Probation**
   Probation is a time-limited, remediation-orientated, and more closely supervised training period for the intern. During this time, the intern supervisors and the training director will actively monitor the intern’s performance and evaluate the degree to which the intern rectifies behaviors responsible for the unacceptable evaluation.

   The intern is informed of the probation in a written statement that includes:
   a. the identified deficit(s); may be more than just skill
   b. recommended remediation;
   c. the time allotted for addressing the problem; and
   d. the procedure(s) for evaluating whether the problem has been rectified. The probation is issued to the intern and to the intern’s academic program.

   After the training director and the intern supervisor determine that there has not been sufficient improvement in the intern behavior to remove the probation or program modifications, the intern status is discussed with the intern supervisor, the training committee, and the Director of Counseling Center to determine possible courses of action to be taken. The training director will communicate in writing to the intern that the conditions for revoking the probation or modified program have not been met. This notice will include a revised remediation plan, which may include continuation of the current remediation efforts for a specified time period or implementation of additional recommendations. **Additionally, the training director will communicate that if the intern’s behavior does not change, the intern will not successfully complete the training program.**
3. Suspension of Direct Service Activities

Direct service activities will be suspended if it has been determined that the intern professional functioning has been significantly impacted by the intern emotional health and the welfare of the intern clients or the campus community has been jeopardized. Therefore, direct service activities will be suspended for a specified period of time as determined by the training director in consultation with the intern supervisor and the Director of Counseling Center. At the end of the suspension period, the intern primary supervisor, in consultation with the training director, will assess the intern’s capacity for effective functioning and determine if and/or when direct services can be resumed. The training committee is provided an update on the intern status.

The intern will be given a letter specifying the following:

a. Description of the unsatisfactory behavior
b. If applicable,
   b-1. Actions required to correct the unsatisfactory behavior
   b-2. Timeline for correction
   b-3. Explanation of the procedure that will be used to determine whether satisfactory progress has been made.
   b-4. Possible consequences if the problem is not corrected

4. Administrative Leave

Administrative leave involves the temporary withdrawal of all privileges in the agency. The training director, with consultation from the training committee and the Director of Counseling Center may initiate this suspension. The suspension will become effective immediately upon notice to the intern. Conditions will be imposed regarding amelioration of the violation, including remedial measures. A date will be set for a special review meeting with the Director of Counseling Center, the Training Director, the intern, and if needed, the Training Committee. If applicable, the training director and the Director of Counseling Center will inform the intern of the effects that the administrative leave will have on the intern’s stipend and accrual of benefits.

If the probation period, limitation of direct service activities, or administrative leave interferes with the successful completion of the training hours needed for completion of the internship, this will be noted in the intern’s file and the intern and the intern’s academic program will be informed.

5. Dismissal from the Internship

Dismissal from the internship involves the permanent withdrawal of all agency privileges and termination of employment at the agency.

When specific interventions do not, after a reasonable time period, rectify the inadequate or incompetent behavior or concerns and the intern seems unable or unwilling to alter her/his behavior, the training director and the intern’s supervisors will discuss with the Training Committee and the Director of the Counseling Center regarding the possibility of termination from the training program or dismissal from the agency and University Human Resources will be consulted at this point. Dismissal from the internship may occur under the following circumstances:

a. It is determined that remediation cannot be successfully accomplished.
b. Serious violation of ethical standards.
c. Serious violation of the Counseling Center’s policies and procedures.
d. Serious legal violation
e. Serious emotional health issues that significantly negatively impacts the intern’s professional functioning.
f. Any other condition that jeopardizes other trainee, client or staff welfare.

6. Immediate Dismissal (consultation with University Human Resources)
Immediate dismissal involves the immediate permanent withdrawal of all agency responsibilities and privileges and termination from the internship and agency. Immediate dismissal would be invoked, but is not limited, to cases of severe violations of the APA code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the intern is unable to complete the training program due to his/her emotional health that significantly negatively impacts his/her professional function, or any circumstances described in the section on Dismissal from the Internship Program.

In addition, in the event the intern compromises the welfare of a client or the campus community by an action, which generates grave concern from the training director, the intern supervisor, and/or the Director of Counseling Center, the intern may immediately be dismissed from the Counseling Center and the internship. This dismissal may bypass steps identified in notification procedures and remediation and sanctions alternatives (see above). When the intern has been dismissed, the training director will communicate to the intern academic department that the intern has not successfully completed the training program. Again, University Human Resources will be consulted in this eventuality.

Appeal Procedures

If at any time an intern disagrees with the aforementioned sanctions, the intern can initiate appeal procedures

In this section, we provide the appeal procedures to guide an intern who desires to file an appeal concerning training decisions made about the intern regarding training and/or evaluation. In the event that an intern does not agree with any of the aforementioned notifications, remediation, or sanctions, or with the handling of the decisions made about their training, the intern can request an appeal, and the following appeal procedures should be followed.

1. The intern should file a formal appeal in writing to the training director with all supporting documents that refute the evidence regarding the evaluative decision made by the training director, the training committee, the Director of the Counseling Center and the intern supervisor. The intern must submit this appeal within 7 days of receiving the notification of any of the actions described in the above section (notification, remediation, or sanctions). During the 7 day period, the intern may also request a personal interview with the Director of Counseling Center.

2. Within 5 days of receipt of a formal written appeal from an intern, the training director will convene an appeal review panel consisting of two staff members selected by the training director and two staff members selected by the intern. The intern retains the right to hear all facts with the opportunity to dispute or explain his/her behavior. A date for conducting a review hearing will be decided within 5 days and be notified with all parties involved.

3. In the event that an intern is filing a formal appeal in writing to disagree with the training director, the Director of Counseling Center will be involved in chairing the appeal review panel.

4. A review hearing will be conducted, chaired by the training director, in which the challenge is heard, and
the evidence presented. Within 5 days of the completion of the review hearing, the appeal review panel submits a report to the Director of Counseling Center in writing, including any recommendations for further action. Decisions made by the appeal review panel will be made by majority vote.

5. Within 5 days of receipt of the recommendation, the Director of Counseling Center will either accept the appeal review panel action, reject the appeal review panel action and provide alternative action, or refer the matter back to the appeal review panel for further deliberation. The appeal review panel then reports back to the Director within 7 days of the receipt of the Director's request for further deliberation. The Director of the Counseling Center then makes a final decision regarding what action is to be taken. The intern is informed of the recommendations and the final decision.

6. In the event that a trainee is filing a formal appeal in writing to disagree with a decision that has already been made by the appeal review panel and supported by the Director of Counseling Center, then the appeal is reviewed by the Director of Counseling Center. The Director of Counseling Center will determine if a new appeal review panel should be formed to reexamine the case, or if the decision of the original appeal review panel is upheld. At this point, the decision of the Director of Counseling Center is final.

7. Once a decision has been made, the intern, the intern’s academic department and other appropriate individuals are informed in writing of the action taken.
Formal Conflict Resolution and Grievance Procedures

One of the primary roles of the training director as well as supervisors is to serve as an advocate to the system for interns. It is recognized that power differentials between staff and interns can sometimes make it difficult to bring a concern about a staff member directly to that staff member. This may be true throughout an intern’s tenure in the program. However, for some issues, we recognize that part of an intern’s development is learning how to deal with problems with other professionals directly. It is then part of the support function of the training director and supervisors to provide guidance to the intern so that the intern can effectively handle a problem with a staff member.

In the case of having conflicts with staff members or filing a grievance, the intern will discuss their complaint with the training director. The training director will assist the intern in determining the course of action that the intern wishes to take. It is recognized that because of the seriousness of the complaints, the intern must be willing to go forward with the complaint before it can be acted upon. The training director will inform the intern about the channels for the filing of certain complaints (e.g. Affirmative Action) and will assist the intern in filing the complaint if the intern wishes to go forward. Interns will be informed of the internal (Counseling Center) processes for handling complaints with staff and the external (university wide) channels for handling certain kinds of complaints such as sexual harassment (attached in the appendices of the Training Handbook).

If any of these conflicts or complaints are with the training director, the intern may consult with Director of Counseling Center and ask them to stand in for the training director.

If the intern wishes to proceed with a complaint, the training director will assist the intern in bringing the complaint to the Director of the Counseling Center and will serve as a consultant to the intern as long as the intern wants them to do so. At all times, every effort will be made to protect the rights of the intern and the staff member.

In this section, we will outline the Conflict Resolution and Grievance Procedures regarding intern concerns.

Conflict Resolution

As a staff we encourage conflicts to be worked out directly between the conflicting parties. However, there may be situations in which the intern may feel the conflict cannot be resolved without outside intervention.

1. In these cases, interns are asked to bring the concern directly to the training director. The training director will inform all the parties involved that the conflict resolution procedures will be utilized to guide in this step.

2. In situations with staff where conflict is involved, and the intern is willing to try and resolve the conflict directly, the training director, in conference with the intern, will serve as a mediator of the conflict between the staff member and the intern. The aim of this process will be to work toward a win/win resolution of the situation for both parties.

3. In the case where the training director is a party to the conflict, the issue should be brought to the Director of Counseling Center and the Director will replace the training director role described in the conflict and problem resolution procedures.
If the conflict cannot be resolved or either the intern or staff member is dissatisfied potential outside resources will be arranged to help resolve the conflict. In some rare cases, supervision will be rearranged or the program will take whatever actions necessary to insure the intern program is not affected by the conflict and the staff member’s rights and responsibilities are protected. These are very rare situations and in situations where the conflicts cannot be mediated, the Director of the Counseling Center will act as an arbitrator and decide on the appropriate course of action and communicate the decision in writing to all parties affected.

**Formal Grievance**

There may also be followed in situations in which the interns may feel:

a. a staff member has acted in an unprofessional or exploitative manner (including sexual, racial/cultural or sexual orientation harassment).
b. a staff member has violated ethical, legal or professional standards.
c. a staff manner has infringed on the rights, privileges or responsibilities of others.
d. a staff member is acting incompetently.

The intern will need to be willing to move to Step 2—filing a formal grievance in writing. Discussion with the intern will involve letting the intern know the procedures involved and informing the intern if other offices within the University have any jurisdiction in the issues of the grievance (such as sexual harassment). The Training Director will assist the intern in connecting with those offices.

The procedures for filing a grievance are:

The intern can formally file a written grievance with the Training Director who will convene a grievance review committee consisting of two staff (one chosen by the intern and one by the staff member) and the training director and the committee will meet to hear the concerns of both parties and make a recommendation. This will be taken place within 7 days following the formal grievance.

1. If either the intern or staff member disagrees with the proposed outcome in the grievance review committee, they may file a written appeal letter to the training director within 3 days. That appeal letter will be forwarded to the Director of Counseling Center along with the decision of the grievance review committee. The Director of Counseling Center will schedule a meeting with the staff member and intern within 7 days of the filing of the appeal letter and determine a solution. The Director's decision is final.

2. In the case where the training director is the object of the complaint, the complaint should be brought to the Director of Counseling Center, and the Director will replace the training director role described in this step.

3. If the intern disputes the Director’s final decision or in the case of perceived harassment or discrimination (sexual, racial, or other types of discrimination), which is not resolved through this procedure, the intern should be referred to relevant University Policies stated in the training handbook to solve the complaint through appropriate University channels.
Supervision

The Counseling Center training program places a strong emphasis on supervision as a part of intern development. 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 intern supervision experiences are provided in person by a licensed psychologist with health service psychology endorsement. During semesters when interns are co-facilitating process groups with clinical staff, there is an additional half hour of process group supervision. Supervision contracts are developed at the beginning of each supervision rotation. These contracts detail expectations and responsibilities for both supervisors and interns, 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 intern to ensure sufficiency of supervision hours.

Doctoral interns participate in 1 hour of group supervision and 2 hours of group supervision of supervision per week. Group supervision provides opportunities for interns to present video recordings of the clinical work for feedback and discussion from both the group supervisor and from other cohort members. Group supervision of supervision provides interns the opportunity to share video-recordings of their supervision of other trainees in the Counseling Center training program. Intern presentations in group supervision rotate on a weekly basis. Each intern presents weekly in group supervision of supervision. Both group supervisions are conducted in-person and are supervised by a licensed psychologist with health service provider endorsement. By requiring that interns participate in all formats of supervision described in this section, the program ensures that the interns each receive a minimum of 4 total hours of supervision per week.

In relation to supervision, routine appointments are scheduled for supervision at the beginning of each new supervision rotation. In the event that either intern 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 intern receives sufficient supervision.

Adequate access to consultation is ensured multiple ways. A licensed psychologist is always physically present at the Counseling Center during regular hours and is available for consultation as needed. Interns are encouraged to incorporate routine consultations into regular supervision time. If the consultation is considered or if significant risk is involved, interns 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, interns 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 interns receive consultation in a timely manner. Additionally, clinical staff typically practice an “open door” policy while in the Counseling Center. Interns are informed that staff are available at all times when their office door is open.

In the event of need for a consultation after regular office hours, all interns are provided a listening clinical staff member phone numbers should they require consultation related to after-hours services, such as on-call or outreach programing. In the event that an intern receives an after hour on-call phone call, they are required to immediately contact the training director. In the event an intern 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.
While interns may consult with professional staff members licensed in other disciplines, all clinical work conducted by interns is supervised by their health service provider licensed psychologist supervisors. It is the supervisors’ responsibility to develop a supervision contract with each intern supervised at the beginning of the supervision rotation. It is also a supervisor’s responsibility to review and sign all clinical documentation completed by interns, and to review client assignments to ensure discussion of each 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 intern during supervision.

As indicated earlier, supervision is strongly emphasized in the Counseling Center training program. Supervision provided in-person provides opportunities for professional socialization and assessment of intern competence, and for the recognition and processing of subtle, nonverbal, and emotional or affective cues and interactions. In-person supervision provides for the assessment of essential aspects of intern professional development, for ensuring quality of abilities, and for protecting the public. Although telesupervision was utilized while the Counseling Center was closed to in-person services during the 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.
Evaluation Procedures

The goal of this procedure is to provide evaluation and feedback regarding the status and progress of the trainee being evaluated. This feedback occurs in an atmosphere of two-way communication involving both the supervisors and the trainee. It is hoped that this evaluation will promote meaningful discussion concerning specific areas of the trainee’s practice and the means by which skills can be developed, reinforced, and refined. This evaluation, based on the Professional-Wide Competencies (APA CoA, October 2015), is comprehensive in scope, reflecting the trainee’s progress from the time they began work at the Counseling Center to the present time.

Both trainees and their supervisors complete formal, written evaluation at the end of each semester during the trainee placement with the training program. All Counseling Center clinical staff participate in trainee evaluations by providing written comments that are included in each informal and formal evaluation. Clinical supervisors are primarily responsible for synthesizing information from all supervisors and trainers and providing formal feedback to the trainee during the evaluation review each semester. Once evaluation and feedback sessions have been completed, the trainee is provided with 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.

Interns develop and present four capstone presentations at the end of the training year. The topics for these presentations are assessment informed treatment, supervision, process group, and outreach. These presentations are made to all professional staff.

As a part of the evaluation process, trainees are also required to complete evaluation of their individual supervision to provide feedback concerning the experience in supervision, including any additional needs they may have. Trainees also complete a site evaluation at the end of their training placement. This feedback allows the training staff to review the training program and process and to make any necessary changes to enhance the training experience.

Program evaluations include supervision evaluations, didactic/seminar evaluations, training director evaluation, and a training program evaluation.

Copies of all evaluation forms are included in the Counseling Center/Training/Doctoral Interns shared folder.
Capstone Presentation Guidelines

Ball State University

University Counseling Center
Research-Informed Intern Case Presentation Guidelines

This presentation is designed as a capstone of the supervision training and experience during the internship year. Please discuss your developmental process (both strengths and growth edges) and use supervision experience to discuss a clinical challenge you experienced. Also provide context and support for what you learned from both the developmental process and from the particular challenge from the relevant research literature.

Goals of the presentation:
Identify a client that presents as particularly challenging to you.
- Perhaps the experience represents a particular challenge or presents a problem for which you have little experience.
- Or, perhaps it would be helpful to consider how a particular conceptual model or evidence-based supervision model aligns with the challenge presented.

Demonstrate your ability to find, read, and synthesize relevant literature that informs your treatment (diagnostic formulation, theoretical conceptualization, treatment planning, etc.)
- Apply relevant literature to the case that you are presenting, and demonstrate the application of research to practice.
  - How did the literature review help in the way you conceptualized, diagnosed, and treated?
  - How did the findings aid in your growth as a clinician?
- Consider the audience to whom you will be presenting.
  - Is fellow interns? Supervisors? An interdisciplinary team?
  - Tailor your presentation to meet the needs of your audience

You will incorporate the literature throughout your presentation to help the audience better understand. Be sure to include relevant citations for your audience to consult as well.
Ball State University
University Counseling Center
Research-Informed Supervision Presentation Guidelines

This presentation is designed as a capstone of the supervision training and experience during the internship year. Please discuss your developmental process (both strengths and growth edges) and use supervision experience to discuss a clinical challenge you experienced. Also provide context and support for what you learned from both the developmental process and from the particular challenge from the relevant research literature.

Goals of the presentation:
Identify a supervision experience that presents as particularly challenging to you.
- Perhaps the experience represents a particular challenge or presents a problem for which you have little experience
- Or, perhaps it would be helpful to consider how a particular conceptual model or evidence-based supervision model aligns with the challenge presented

Demonstrate your ability to find, read, and synthesize relevant literature that informs the challenge resolution.
- Apply relevant research literature to the challenge you are presenting and demonstrate the application of research to practice.
  - How did the literature review help in the way you conceptualized managing the challenge?
  - How did the findings aid in your growth as a supervisor?
- Consider the audience for the presentation.
  - Fellow interns? Supervisors? An interdisciplinary team?
  - Tailor your presentation to meet the needs of your audience.

You will incorporate the literature throughout your presentation to help the audience better understand. Be sure to include relevant citations for your audience to consult as well.
Ball State University

University Counseling Center
Research-Informed Intern Process Group Presentation Guidelines

This presentation is designed as a capstone of the supervision training and experience during the internship year. Please discuss your developmental process (both strengths and growth edges) and use group process experience to discuss a clinical challenge you experienced. Also provide context and support for what you learned from both the developmental process and from the particular challenge from the relevant research literature.

Goals of the presentation:
Identify a process group dynamic or situation that presents as particularly challenging to you.
- Perhaps the experience represents a particular challenge or presents a problem for which you have little experience.
- Or, perhaps it would be helpful to consider how a particular conceptual model or evidence-based supervision model aligns with the challenge presented.

Demonstrate your ability to find, read, and synthesize relevant literature that informs your treatment (theoretical conceptualization, group management, treatment planning, etc.)
- Apply relevant literature to the challenge you are presenting, and demonstrate the application of research to practice.
  - How did the literature review help in the way that you conceptualized or managed the challenge?
  - How did the findings aid in your growth as a clinician?
- Consider the audience to whom you will be presenting.
  - Fellow interns? Supervisors? An interdisciplinary team?
  - Tailor your presentation to meet the needs of your audience.

You will incorporate the literature throughout your presentation to help the audience better understand. Be sure to include relevant citations for your audience to consult as well.
Ball State University
University Counseling Center
Research-Informed Outreach Presentation Guidelines

This presentation is designed as a capstone of the supervision training and experience during the internship year. Please develop an outreach program based on an area of personal interest. Discuss your developmental process (both strengths and growth edges) of the preparation and discuss a clinical challenge you experienced. Also provide context and support for what you learned from both the developmental process and from the particular challenge from the relevant research literature.

Goals of the presentation:
Identify a personal topic of interest and discuss any challenges related to developing the presentation
• Perhaps the experience represents a particular challenge or presents a problem for which you have little experience
• Or, perhaps it would be helpful to consider how a particular conceptual model or evidence-based supervision model aligns with the challenge presented.

Demonstrate your ability to find, read, and synthesize relevant literature that informs the development of the outreach programming.
• Incorporate the relevant research literature to the presentation and demonstrate the application of research to practice.
  o How did the literature review help in the way you conceptualized the presentation materials?
  o How did the findings aid in your growth as a presenter?
• Consider the audience for the presentation.
  o Fellow interns? Supervisors? An interdisciplinary team?
  o Tailor your presentation to meet the needs of your audience.

You will incorporate the literature throughout your presentation to help the audience better understand. Be sure to include relevant citations for your audience to consult as well.
Criteria for Completion of Internship

Rationale
The University Counseling Center Doctoral Internship Program in Health Service Psychology has the responsibility to assess the progress of each intern in an ongoing and timely way. The purpose of this assessment is to facilitate the intern’s professional and personal growth, to protect client welfare, and to assess the intern’s readiness for entry into the profession. This evaluative process is mutual and is intended to serve the interests of the intern, the intern’s home department, supervisory staff, the Counseling Center, and the field of psychology. Internship evaluation procedures are intended to be implemented in a way, which maximizes intern growth and development.

Program Responsibilities
The internship program recognizes that developmental stressors are inherent both in the transition from graduate school to an internship setting as well as during the course of the internship. During the internship, interns are exposed to full-time clinical practice, typically involving a full and challenging caseload, as well as responding to client crises and agency requirements. Furthermore, intern supervision is often very intense, concentrated, and frequent, which may increase the intern's sense of personal and professional vulnerability. Thus, while the internship represents a critical professional opportunity when interns can learn and refine skills, gain a greater sense of professional confidence, and develop a greater sense of professional identity, it is also a time of increased stress and vulnerability.

As interns make significant developmental transitions during the internship and may need special types of assistance during this time, the training program recognizes its responsibility to provide activities, procedures and opportunities which can facilitate growth and minimize stress. Such measures include but are not limited to: orientation training, clear and realistic program expectations, timely evaluations which include suggestions for positive change, contact with support individuals (e.g., supervisors, training director) and/or groups (e.g., intern peers, other graduate trainees, former interns), seminars specifically addressing expected stressors and transitions, individualized training, and staff attention to the gradual increase in both the number and severity of clients. Interns are also encouraged to pursue personal growth opportunities during the internship year and are assisted in identifying local service providers in the community upon request.

Criteria
The criteria utilized to evaluate internship level trainees are expressed in terms of Profession-Wide Competencies developed by APA for practice in Health Service Psychology as well as an additional program-specific Competency in the area of Outreach and Consultation. These Competencies and their related elements are found in the Intern Competency Evaluation forms in the secured confidential shared training program, along with a detailed listing of examples that demonstrate how interns can demonstrate behaviors that meet these competencies. Copies of the competency-based evaluation forms are also available from the training director for the doctoral internship program.

Intern Competency Evaluations use a 5-point rating scale to indicate achievement of the specific competencies, as follows:

5. Advanced Competence
The intern has well-established competence in the element (knowledge, awareness, or skill) being evaluated. The use of the element is consistently incorporated into the intern’s work and is evident in their
daily professional practice. Intern is able to reflect on their experience of the element and knows when to occasionally consult.

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

3. Maturing Competence
The intern is aware of the element and can utilize this awareness to inform their work in the internship setting, though the intern may still need assistance didactically or experientially in order to regularly utilize the element in their direct service. Any ongoing supervision, consultation, and professional development is focused on continued advancement, integration, and consistency.

‘3’ is the minimal level of skill expected of a trainee for all “Overall Ratings” in order to complete the internship.

2. Emerging Competence
The intern has a basic foundation in the element and is moving toward acquiring competence in it. The intern may have cognitive understanding or experiential skill with the element, but these may not be well integrated. Close supervision and monitoring are required to support the skill level needed to move toward competence in professional entry-level practice. This is a normative level of development for first semester interns. No remediation required unless supervisors do not anticipate an upward trajectory in skill attainment with typical supervision and professional development.

1. Insufficient Competence
The intern does not understand or is unable to effectively demonstrate the element that is expected at this time in the training experience OR the intern exhibits behaviors indicating lack of readiness for the work that will be required in the internship setting. A doctoral intern evaluated at this level will require remediation.

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

Interns must achieve a minimum rating of a 3 in each element within the Training Competencies by the final intern evaluation to successfully complete the internship.

Policy Regarding Student-Trainee Interpersonal Competence
The Counseling Center also adapted the model policy re. student-trainee interpersonal competence developed by the APA Council of Chairs of Training Councils (CCTC) in 2003:

Students and trainees in health service psychology at the internship level should know, prior to program entry and at the outset of training, that training staff have a professional, ethical and potentially legal obligation to: a) establish criteria and methods through which aspects of competence other than and in addition to knowledge and skills may be assessed, including but not limited to emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice; and b) ensure, insofar as possible, that the interns who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory and teaching) in an effective manner. Because of this commitment, and within the parameters of their administrative authority,
professional psychology education and training programs and staff strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework and with due regard for the inherent power differential between students and training staff, interns should know that training staff evaluate their competence in areas other than clinical work, assessment, outreach, and supervision or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient a) interpersonal and professional competence (e.g., the way that interns related to clients, peers, supervisors, allied professionals, the public, and individuals from diverse backgrounds or histories); b) self-awareness, reflection, and self-evaluation (e.g., knowledge of content and potential impact of one’s own beliefs and values on clients, peers, supervisors, allied professionals, the public, and individuals with diverse backgrounds or histories); c) openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with appropriate provision of care or impede professional development or functioning); and d) satisfactory resolution of issues or problems that interfere with professional development or functioning (e.g., by responding constructively to supervisory feedback; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., internship, supervision) rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when an intern’s conduct clearly and demonstrably a) impacts the performance, development or functioning of the intern, b) raises questions of an ethical nature, c) represents a risk to public safety, or d) damages the representation of psychology to the profession or public, program supervisors and/or the training director may review such conduct within the context of the program’s evaluation process.
Doctoral Internship Record Retention Policy

All intern records, including application information, contract letter, degree, transcripts, performance evaluations, supervision agreements, training hour information, letter’s to home institutions, and certification of completion, are confidentially maintained and stored in a secure digital folder accessible by only the training director and the Director of the Counseling Center. Additionally, other supervision and program evaluations provided by each intern are stored in the intern permanent folder. Intern records including human resource documents, transcripts, certification of completion, and formal complaints and grievances are kept in a locked filing cabinet in the Director’s office and is accessible by the training director, the Director of the Counseling Center, and the office manager. All doctoral intern records are permanently maintained.

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.

Any new formal complaints and grievance documentation is kept in a secure digital folder that is separate from the intern records. Older documentation is being digitized and transferred into that folder over the next few months. The secure digital folder is 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 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 Commission on Accreditation (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. Currently these records are stored in a secured locked file cabinet as stated above. These records are being digitized over the next several months and are stored in the secure digital folder mentioned above. These records are accessible by only the training director and the Director of the Counseling Center.
Ethics and Legal Standards
A major focus of the internship is to produce ethical and competent psychologists. Seminars focus on the APA Ethical Principles of Psychologists and Code of Conduct and federal and state law pertaining to the practice of psychology. Training helps interns to identify and resolve ethical dilemmas common to clinical settings. Interns consult with supervisors, the director of training, and their clinical team for assistance applying ethical principles to their clinical work.

The Counseling Center training staff is committed to supporting interns 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, interns participate in multidisciplinary clinical teams where legal and ethical concerns are openly discussed. Group discussion of ethical and legal issues helps interns consider different perspectives and generate creative and defensible solutions to ethical dilemmas.

Interns are expected to:
1. Develop an awareness and understanding of the APA Ethical Principles of Psychologists and Code of Conduct
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)
   - 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 CAPS 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.
Administration Procedures

Tracking Time in Titanium

In order to track both your clock time and your direct service hours in Titanium, you will need to ensure that each block of time when you are in the office has an attended appointment scheduled. An easy way to check is the green checkmark in the upper left hand corner.

Admin, supervision, and training hours are automatically recorded as attended. For those appointments where you have someone scheduled and they don’t keep their appointment, you will need to add an admin appointment to that time slot. You will not remove or delete anything from your Titanium calendar for this process. You will also need to cancel one or more appointments should two or more appointments be scheduled in the same time slot.

I am including a copy of a sample schedule below for you to use as a guide. If this does not make sense or if you need some help with this, please ask me or your program coordinator how this works. This is an important tracking mechanism since this is how we will keep track of your official time while you are working in the Counseling Center. I would also suggest that you review your calendars for the past two weeks to ensure they are brought up to date for tracking purposes.

If you have questions, please let us know.
# Intern Time Sheet for Tracking Training Hours

<table>
<thead>
<tr>
<th>Category</th>
<th>Titanium Hours</th>
<th>Direct Service Hours</th>
<th>Check Hours</th>
<th>APA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Management</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consult, Clinical</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consult, Urgent</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Counseling</td>
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</tr>
<tr>
<td>Personal Planning Appointment</td>
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<td></td>
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</tr>
<tr>
<td>Personal Plan Appointment: Follow-up</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Process Group</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Client Contact</strong></td>
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<tr>
<td><strong>Consultation</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3rd Party Consultation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Outreach/Consultation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Trainee Interviews</td>
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<td></td>
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<td><strong>Total Consultation</strong></td>
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<td><strong>Total Direct Service Hours</strong></td>
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</tr>
<tr>
<td><strong>Supervision Provided</strong></td>
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</tr>
<tr>
<td>Trainee Supervision</td>
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<tr>
<td>Trainee Supervision</td>
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<tr>
<td><strong>Total Supervision Provided</strong></td>
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<tr>
<td><strong>Total Direct Service and Supervision Provided</strong></td>
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<td>450+</td>
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<tr>
<td><strong>Supervision Received</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
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</tr>
<tr>
<td>Process Group</td>
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</tr>
<tr>
<td>Individual</td>
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<tr>
<td>Individual</td>
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<tr>
<td>Peer</td>
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<tr>
<td>Supervision</td>
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<td><strong>Total Supervision Received</strong></td>
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<td><strong>Training Didactics</strong></td>
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<tr>
<td><strong>Administration</strong></td>
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<tr>
<td>Administration</td>
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<tr>
<td>Other Inside Meeting (Clinical Meeting)</td>
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</tr>
<tr>
<td>Other Outside Meeting</td>
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<td></td>
<td></td>
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<tr>
<td>Professional Development Inside Office</td>
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<td></td>
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<tr>
<td>Department Staff Meeting</td>
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<tr>
<td>Staff Meeting, Full</td>
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<td></td>
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<tr>
<td>Training Director Meeting</td>
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<td></td>
<td></td>
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<tr>
<td>Training Orientation</td>
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<tr>
<td><strong>Total Administration</strong></td>
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<tr>
<td><strong>Equivalent</strong></td>
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<tr>
<td>Personal Days</td>
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<tr>
<td>Professional Development</td>
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<tr>
<td>University Holiday</td>
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<tr>
<td><strong>Total Other Hours</strong></td>
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<td><strong>Totals</strong></td>
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<td>0.00</td>
<td>2000.00</td>
<td></td>
</tr>
</tbody>
</table>

| Check Total                     |                |                      |             |              |
| Individual Appointments         | .              |                      |             |              |
| Group Appointments              | 0.00           |                      |             |              |
| Other Appointment Codes         | 0.00           | 0.00                 |             |              |
| Lunch                           | 0.00           |                      |             |              |
| On-Call                         | 0.00           | 0.00                 |             |              |
| **Total**                       | 0.00           | 0.00                 |             |              |
Video Policies, Procedures, and Setup

Logitech Capture

1. The setup and configuration instructions on the following pages must be completed prior to recording. Additionally, this configuration will need to be completed at each workstation you intend to use for recording.

2. Naming Files

After you record a session, you will need to name it so that you can easily find your file (and tell your supervisor where to locate the file). The system will automatically assign a filename to each session you record. Once the recording is completed, you will need to navigate into your folder and rename that particular file.

For the sake of consistency, we are asking that you use the following format to name your files:

   Client’s initials followed by a 6 digit date (MM/DD/YY).

For example, a recording of myself on August 5, 2019 would be: JM 080519

3. Do’s and Don’t’s:
   • Feel free to create subfolders to help with organizing files.
   • Be sure to stop your recording once the session is complete.
   • Leave the computer powered on when you’re finished and simply log out of your account.
   • DO NOT copy or move media files from the server to removable media (flash drive, CD-Rom, etc.). Such action is against Counseling Center policy and strictly prohibited.

4. Questions? Need assistance? Contact Jeff McCoy in Lucina Hall, Room 366 or at jmccoy@bsu.edu.
1. Launch the webcam software by double-clicking the Logitech Capture icon on the desktop.
3. Select the camera settings icon from the left-hand navigation bar. The default resolution is 720p and should remain at that setting.

4. In “Media Files Location”, select the Change button.
5. Click or select drive V:

6. Select your folder (you will likely only see your personal folder listed here). Then click the “Select Folder” button.
7. In the Windows search bar, type “default apps” and press Enter.
8. Verify that the Video Player listed is “Windows Media Player”. If not, click the Video Player and select Windows Media Player from the list of options.