Texas Woman's University
Counseling Center
Policies and Procedures Manual

Don Rosen, Ph.D.
TWU Counseling Center
P.O. Box 425350
Denton, Texas  76204-5350
940-898-3801
drosen@twu.edu

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01. GENERAL PHILOSOPHY AND MISSION

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MISSION AND PHILOSOPHY STATEMENT

Texas Woman's University believes that education includes the development of the total person and not intellect alone. TWU's Counseling Center provides services which are central to the overall mission of the university. These services help students to achieve their educational goals, to learn the process of problem solving, to increase and enhance their capacity for satisfying interpersonal relationships, to define their career goals, and to make full use of their potential for continued growth beyond their educational experience. Thus, the mission of the Counseling Center is to provide services of a primarily developmental and preventative nature. These services are directed towards enhancing the skills which students bring with them to TWU and encouraging the development of skills which will make students more successful both at TWU and beyond.
The following list of givens were generated by the staff of the Counseling Center in August, 1988:
The Counseling Center would be open some evenings beyond 5:00 p.m.
Emergency service will be provided 24 hrs/day, 7 days/wk via a beeper when school is in session.
Intake would be available day (prescheduled) and evening (as needed).
Individual counseling services will be delivered.
Emergencies will be handled as quickly as is possible.
Group services will be delivered.
At least one counseling staff member will be available over the noon hour, even if that means using the beeper.
Intern and practicum training will be provided according to APA accreditation standards.
Psychiatric consultation will be maintained at all sites.
Outreach programming will be delivered.
All Counseling Center permanent staff and interns will participate in public relations events for the Division of Student Life at the campus where the member is based, such as orientation, Midnight Breakfast, etc.
Rooms with videotape equipment will be locked unless there is someone in the room.
All senior staff and interns will do some intakes.
Direct free services must be provided only to currently enrolled students. We will provide no free counseling services to non-TWU students.
We will create a staff lounge which the staff will maintain. This includes maintaining the coffee supply and cleaning up.
We will maintain a staff library of professional materials relevant to practice in this agency.
No new client appointments will be made for the same day.
We will develop and maintain an almost flawless system for recording client contacts.
BASIC EXPECTATIONS FOR STAFF WHO SEE CLIENTS

Staff members of the TWU Counseling Center are assumed to act in professionally appropriate ways. Ethical behavior is the cornerstone of the operation of this office. To that end:

1. Any member of the staff who provides supervision and/or sees clients in a professional relationship (practicum students, interns, associate clinical staff, associate training staff, senior staff) must adhere to and practice the ethical standards of the American Psychological Association, American College Personnel Association, and the American Counseling Association as well as any other guidelines and/or ethical statements from divisions of these organizations which deal directly with the service being provided. Staff members are also responsible for knowing laws of the State of Texas which are relevant to the practice of psychology.

2. It is the responsibility of each staff member to know these standards. Copies of state laws, ethical standards, and guidelines are kept in the staff library and are included in this manual.

3. Staff members will discuss with their supervisors or other staff members any concerns they have about their own professional behavior vis-a-vis ethical standards.

4. Staff members are encouraged to speak directly to other staff members for whom they have concerns about ethical behavior. If a staff member is not comfortable talking directly to that other staff member, he or she should talk about the situation to his or her supervisor, the Director, the Assistant Director, or another trusted professional, and decide what actions are appropriate.

5. As a condition of employment or practicum assignment here, unethical behavior which is not discussed with supervisors at the time it occurs or grossly unethical behavior which causes harm to clients (e.g. sexual contact, coercion) may be grounds for immediate dismissal.
There are a few events during the academic year for which it is mandatory for staff of the Denton Campus Counseling Center to participate. Refer to the Annual Calendar (09.01.00.00) for specific dates. Minimum levels of participation are listed below, but you’re welcome to attend as many as you like. They are:

1. Midnight Breakfast - the first Monday of finals weeks during fall and spring semesters. Hubbard Hall is opened to students on these nights, and breakfast is served by the Division of Student Life staff and some faculty. The event begins at around 10:00 p.m. with set-up and ends at approximately 1:00 a.m. with clean-up. All staff are expected to work at least one and preferably both breakfasts. This can be a truly fun experience and the students love it too.

2. Commuter Breaks - about once a month during fall and spring semesters, the division arranges a soft drink and popcorn break in one of the classroom buildings for commuters. The event typically lasts from about 6:00 - 7:30 p.m. A few are offered from 7:30 - 9:00 a.m. During the break, Student Life staff are available to answer questions, provide information, and serve goodies. All staff are expected to do at least one Commuter break each year.

3. Orientation - there are three orientation sessions in the summer (June, July, August) and mini-orientations at the beginning of spring and summer semesters.

   Opening session - usually 1:00 p.m. the first day. (All Staff)

   First Night Picnic - 5:30 p.m. the first night - socialize with parents and students (Attend at least one)

   Second Night Social Event - 7:30 - 9:30 p.m. - socialize with parents and students (Attend at least one)

   In addition, there are content sessions which you may be asked to lead or help facilitate. Meals are also available for interaction during lunch of the second day.

4. Student Holiday Reception - just before Christmas break, the Division throws a small party for students in the Student Center. Typically we serve all kinds of dessert
goodies just after lunch one day. Staff members help serve the food and encourage holiday spirit.

5. Division Christmas Dinner - held at Glenda’s home each year. Significant others are welcome. It gives you the opportunity to see shades of green you’ve only dreamed about in your wildest nightmares.

6. Division staff meetings - as scheduled.

7. Division retreats - as scheduled.

8. General Faculty Meeting - at the beginning of each fall semester. The VP sometimes likes to point us out to the faculty.

9. Other events of interest. These are not necessarily mandatory, but you might like to attend because they’re fun.

   Fiesta Night - a real Mexican fiesta with food, music, pinatas, etc. In the early fall.

   Fundango - fun, food, games - Sunday before fall classes

   Cinco de Mayo - another Mexican extravaganza in May.

   University Holiday party - includes the tree lighting and cookies and punch. In December.

   Sporting events - particularly basketball, volleyball, softball, and gymnastics.

Payment Settlement

Freshman/New Student Welcome

University Picnic - usually the 3rd or 4th Sunday in April.
02. ELIGIBILITY FOR SERVICES

01. Statement of Eligibility for Services

02. Services for Non-Students
STATEMENT OF ELIGIBILITY FOR SERVICES

1. The Counseling Center is operated almost entirely by funds generated from student fees. Therefore, only currently enrolled TWU students are entitled to free service at the Counseling Center. Students wishing to use the services of the consulting psychiatrist must be a client of the Counseling Center. See "Information for TWU Students Who Wish To See the Consulting Psychiatrist" (which is available in the Front Office Forms Drawer). Currently enrolled students may receive services up to the first day of classes of the following semester.

2. On a space available basis and after review by the Case Review Committee, former TWU students who plan to return to the university to continue their education in the following semester may receive limited services which are related directly to supporting the student's return to the university. This, in most cases, will be career exploration or academic adjustment counseling. In no case will this be an opportunity for someone not currently enrolled at TWU to receive counseling services which are normally available to the general public by community and private counseling services.

3. Students enrolled in the fall or spring semester(s) of the current year who then enroll in one of the two short summer semesters can be members in a summer-long counseling group. Individual counseling for a student not enrolled in a particular summer session will be determined by case review and space availability - students enrolled in that particular session being given priority.

4. Non-student spouses or significant others of currently enrolled students may receive service at the Counseling Center only when they are seen jointly with the student.

5. On a space available basis and at the discretion of the Director, the Counseling Center will offer vocational testing to non-students for a fee. This fee is to be set by the Director and is to be competitive with local rates for similar services.

6. Students who are assigned psychological tests by instructors as part of a classroom assignment will be charged a reasonable fee which will cover the cost of the purchase of test protocols and scoring. See "Giving Psychological Tests in Academic Departments" (06.03.00.00).
SERVICES FOR NON-STUDENTS

1. In general, no counseling services can be provided to the general public. Only TWU students who are currently enrolled may be seen in counseling. For the general public and TWU students who are not currently enrolled for a fall or spring semester, it is our assumption that we are not covered under the state's liability provisions and any resulting lawsuits would be the individual counselor's burden. Students who enroll for at least one of the summer sessions may be seen under certain conditions in the sessions for which they are not enrolled - (see the "Statement of Eligibility for Services" at the TWU Counseling Center, 02.01.00.00, for details).

2. The exception to this policy: We do provide career exploration testing to the general public for a fee. See the policy for Career Testing for more information.
03. CLINICAL SERVICES

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19. TWUCC Eating Disorder Program
A separate client file is generated for anyone who is seen for an intake interview for:

1. individual services

2. screening for and/or receiving group services

3. partners and family members seen with students for ongoing service. Children under 18 seen with their TWU adult student parent have their file combined with their parent.

4. students and non-students taking career inventories

A file would not be generated for a student or community member who is seen on an emergency intake and does not/is unable or unwilling to complete intake information forms. In this case, enter the data in the red "Emergency Contacts" notebook in the back of the active clients file drawer. If a client file is generated after using the Emergency Contacts Notebook (i.e., the student becomes a client after an emergency contact), copy the information from the notebook into the client’s file.

A partner or family member who attends only one session may complete the address portion and the consent to services portion of the Client Data Form. This form then goes in the client’s file.

Active files typically contain:

1. Client data form for every intake

2. Most recent client schedule

3. Intake notes

4. Release forms
   a. Release of information
   b. Copy of any letter sent to other professionals requesting or releasing such information

5. Process notes - see Procedures for Ongoing Clients (03.05.00.00)
   a. Client first and last name
   b. Process notes, over the course of therapy, should include the following components as appropriate:
1. Therapeutic objectives/goals (e.g., career decision-making, divorce recovery)
2. Method (e.g., short-term counseling using SCII and MBTI, supportive grief counseling with bibliotherapy)
3. Significant actions taken (specific interventions) toward reaching therapeutic goals
4. Progress made toward goals
5. Modifications in agreement as changing needs indicate

c. Notes should be completed and dated for each contact with the client (scheduled an appointment, phone calls of a therapeutic nature, canceled appointments, etc.)

d. No shows, cancellations, and attempts to call clients should also be noted with appropriate codes from the bottom of the process note form

6. Copies of test results administered in the Counseling Center

7. Information sent from other professionals (e.g., consultation reports, treatment summaries, requests for information, test results, signed release forms)

8. Termination summary
   a. A separate termination form is to be completed for all clients seen for more than an intake session.
   b. This form contains the following components:

      1. Client name and case number--Type of service (individual, group, couple, family)
      2. Therapist name--For trainee therapists: supervisors name, initials, and semester of supervision
      3. Date of summary
      4. Dates of service and number of sessions (excludes intake)
      5. Therapeutic goals
      6. Therapeutic method
      7. Recommendations for future
      8. Significant actions taken toward reaching goals
9. Progress made toward goals
10. Any modifications in therapy agreement as necessitated by changing needs

9. All file contents for a given client are physically kept in one folder. The exception is the client "Evaluation of Services" form which is filed by counselor name after it has been returned by the client.

Nature of entries regarding client contact (intake forms, progress notes, termination summaries, etc.)

1. Entries should be specific enough to be therapeutically helpful and to allow Director and/or supervisor to become informed about treatment progress in therapist's absence

2. Entries should be relevant to therapeutic goals

3. The basis for any diagnostic labels must be stated

4. Wording should be objective, without bias and presumption.

5. Objective observations and reporting are to be clearly differentiated from hypotheses, clinical hunches, guesses, etc.

6. Entries should be written in black or blue ink. All corrections should be initialed by the person who made the correction.

Record retention
1. Full record is retained for 10 years after the last user contact or the completion of services, whichever is later.

Location of files
1. All files are to be kept in the locking client file cabinet (designated as such for each campus) when they are not being used.

2. Files may be transported between the Denton and Dallas campuses (with care taken to ensure confidentiality) for the following purposes:
   a. Case supervision
   b. Client transfer from one campus to another
   c. Termination of files (terminated files are brought to the Denton campus)
Introduction
The guidelines that follow are based on the General Guidelines, adopted by the American Psychological Association (APA) in July 1987 (APA, 1987). The guidelines receive their inspirational guidance from specific APA Ethical Principles of Psychologists and Code of Conduct (APA, 1992). These guidelines are aspirational and professional judgment must be used in specific applications. They are intended for use by providers of health care services. The language of these guidelines must be interpreted in light of their aspirational intent, advancements in psychology and the technology of record keeping, and the professional judgment of the individual psychologist. It is important to highlight that professional judgment is not preempted by these guidelines; rather, the intent is to enhance it.

Underlying Principles and Purpose
Psychologists maintain records for a variety of reasons, the most important of which is the benefit of the client. Records allow a psychologist to document and review the delivery of psychological services. The nature and extent of the record will vary depending upon the type and purpose of psychological services.

Records can provide a history and current status in the event that a user seeks psychological services from another psychologist or mental health professional. Conscientious record keeping may also benefit psychologists themselves, by guiding them to plan and implement an appropriate course of psychological services, to review work as a whole, and to self-monitor more precisely. Maintenance of appropriate records may also be relevant for a variety of other institutional, financial, and legal purposes. State and federal laws in many cases require maintenance of appropriate records of certain kinds of psychological services. Adequate records may be a requirement for receipt of third party payment for psychological services.

In addition, well-documented records may help protect psychologists from professional liability, if they become the subject of legal or ethical proceedings. In these circumstances, the principal issue will be the professional action of the psychologist, as reflected in part by the records. At times, there may be conflicts between the federal, state or local laws governing record-keeping, the requirements of institutional rules, and these guidelines. In these circumstances, psychologists bear in mind their obligations to conform to applicable law. When laws or institutional rules appears to conflicts with the principles of these guidelines, psychologists use their education, skills and training to identify the relevant issues, and to
attempt to resolve it in a way that, to the maximum extent feasible, conforms both to law and to professional practice, as required by ethical principles. Psychologists are justifiably concerned that, at times, record-keeping information will be required to be disclosed against the wishes of the psychologist or client, and may be released to persons unqualified to interpret such records. These guidelines assume that no record is free from disclosure all the time, regardless of the wishes of the client or the psychologist.

1. Content of Records
   a. Records include any information (including information stored in a computer) that may be used to document the nature, delivery, progress, or results of psychological services. Records can be reviewed and duplicated.
   b. Records of psychological services minimally include (a) identifying data, (b) dates of services, (c) types of services, (d) fees, (e) any assessment, plan for intervention, consultation, summary reports, and/or testing reports and supporting data as may be appropriate, and (f) any release of information obtained.
   c. As may be required by their jurisdiction and circumstances, psychologists maintain to a reasonable degree accurate, current and pertinent records of psychological services. The detail is sufficient to permit planning for continuity in the event that another psychologist takes over delivery of services, including in the event of death, disability, and retirement. In addition, psychologists maintain records in sufficient detail for regulatory and administrative review of psychological service delivery.
   d. Records kept beyond the minimum requirements are a matter of professional judgment for the psychologist. The psychologist takes into account the nature of the psychological services, the source of the information recorded, the intended use of the records, and his or her professional obligation.
   e. Psychologists make reasonable efforts to protect against the misuse of records. They take into account the anticipated use by the
intended or anticipated use by the intended or anticipated recipients when preparing records. Psychologists adequately identify impressions and tentative conclusions as such.

2. Construction and Control of Records
a. Psychologists maintain a system that protects the confidentiality of records. They must take reasonable steps to establish and maintain the confidentiality of information arising from their own delivery of psychological services, or the services provided by others working under their supervision.

b. Psychologists have ultimate responsibility for the content of their records and the records of those under their supervision. When appropriate, this requires that the psychologist oversee the design and implementation of record keeping procedures, and monitor their observance.

c. Psychologists maintain control over their clients' records, taking into account the policies of the institutions in which they practice. In situations where psychologists have control over their clients' records where circumstances change such that it is no longer feasible to maintain control over such records, psychologists seek to make appropriate arrangements for transfer.

d. Records are organized in a manner that facilitates their use by the psychologist and other authorized persons. Psychologists strive to assure that record entries are legible. Records are to be completed in a timely manner.

e. Records may be maintained in a variety of media, so long as their utility, confidentiality and durability are assured.

3. Retention of Records
a. The psychologist is aware of relevant federal, state and local laws and regulations governing record retention. Such laws and requirements supersede these guidelines. In
the absence of such guidelines, complete records are maintained for a minimum of 3 years after the last contact with the client. Records, or a summary, are then maintained for an additional 12 years before disposal. If the client is a minor, the record period is extended until 3 years after the age of maturity.

b. All records, active and inactive, are maintained safely, with properly limited access, and from which timely retrieval is possible.

4. Outdated Records
   a. Psychologists are attentive to situations in which a record information has become outdated, and may therefore be invalid, particularly in circumstances where disclosure might cause adverse effects. Psychologists ensure that when disclosing such information that its outdated nature and limited utility are noted using professional judgment and complying with applicable law.

   b. When records are to be disposed of, this is done in an appropriate manner that ensures nondisclosure (or preserves confidentiality) (see Section 3a).

5. Disclosure of Record Keeping Procedures
   a. When appropriate, psychologists may inform their clients of the nature and extent of their record keeping procedures. This information includes a statement on the limitations of the confidentiality of the records.

   b. Psychologists may charge a reasonable fee for review and reproduction of records. Psychologists do not withhold records that are needed for valid healthcare purposes solely because the client has not paid for prior services.

References

INTAKE PROCEDURES

1. Blocks of time for intakes are scheduled during the planning meeting prior to each semester and are available to students on both a prescheduled and a drop-in basis. Students needing to be seen on an emergency basis will always be seen as quickly as a staff member can be made available, regardless of when they appear.

   a. Each day, the front office staff will prepare a Daily Intake Record with scheduled intakes written in and place it in the Master Schedule Book. Drop-in intakes are to be added to this form. See details about the Daily Intake Record.

2. As they present themselves at the reception window for intake, students will be asked to complete: Client Data Form and Counseling Services Agreement; and client schedule of available times. Clients will also receive a Client Information Brochure which discusses confidentiality, recording of counseling sessions, and other important information about the Counseling Center and center services and policy for No-Shows and cancellations.

3. The intaker will pick up the client in the waiting area after having first picked up and reviewed the client file from the receptionist. It is recommended that the intaker begin the interview by answering any questions from the client about the Counseling Services Agreement, as well as clarify that the client, if referred to ongoing services, will probably see a different counselor than the intaker.

   The client is seen by an intake counselor for evaluation of presenting problem and most appropriate service. On average, this interview is expected to last 20-30 minutes but can take more or less time depending on the discretion of the intaker and number of intake clients remaining to be seen. The intaker can see the client for as long as necessary in their judgment. If the intaker feels she or he can complete all necessary counseling with a client within one hour and then terminate counseling, they are encouraged to do so, providing no other intake clients are waiting to be seen.

4. The receptionist will inform the intaker by two telephone rings whenever a new intake client is ready to be seen. If it is clear to the receptionist that the individual intaker cannot keep pace with the demand for intake, the receptionist may seek other unscheduled counselors to help with intake clients. If the primary intake counselor perceives the need for more time with a client and is informed that additional intake clients are waiting, they should inform the front desk immediately of the approximate amount of time they will need so that the receptionist can begin to look for additional intake counselors.

5. At the end of an intake session:
   a. The intaker will discuss the wait-list procedures and emergency services procedures, if appropriate.
b. If the client is to be assigned to individual counseling, the client file contains a schedule upon which the front office will have written the names of the available counselors whose schedules match that of the client's. The intaker and the client can discuss, if needed, and then decide on the counselor and time that is best for the client. If there is a waiting list, no counselor names will be written on the schedule.

c. If the intaker feels that the client is in crisis and should be seen in the Counseling Center the next day, rather than making a specific counselor assignment, the intaker should schedule the client for intake on the following day. The intaker should then inform the next day's intaker(s) of the case --- and yes, get the file back to the front office.

d. If an adult student will receive ongoing counseling together with their under 18 yr old child, the adult MUST sign their own name and add "as legal guardian" on their child's Client Data Form.

6. As the interview ends, the intaker will communicate directly with the receptionist to verify the appointment time so that subsequent client/counselor schedule assignment sheets can be updated for additional intakes that day.

7. Either the intaker or the receptionist should, immediately at that point in time, change the availability chart (the "dot" chart at the front of the Master Schedule Book) by placing the appropriately colored dot on the counselor's hour being used. A green dot shows that the counselor's hour is available to be taken, so:

   a. replace the green dot with a red one to show that the hour has been taken.

   b. or replace the green dot with a yellow one to show that you are holding that hour to see if it will work out.

8. Intakers will record all the intakes they do on a "Daily Intake Record". If more than one counselor does an intake during the day, the backup intaker(s) should add their intakes to the Daily Intake Record being held by the primary intaker. At the end of an intake shift, or not later than 8:30 a.m. the next work day, the primary intaker must return the Daily Intake Record to the sorting file on top of the horizontal file in the front office. The Daily Intake Record should be completed as follows:

   a. At the top, enter the date

   b. time of intake

   c. client name

   d. client number
e. intaker’s name

f. Disposition of the Case:

1X ONLY (client will not be seen again - if intake is the only individual counseling the client will receive for the time being.)

Referred to: list the referral source(s) both within and outside the Counseling Center (e.g. wait list; Don Rosen, Wednesday @ 3 PM, beginning 8/31; Marriage & Family Therapy Clinic; etc.).

9. As soon as possible following the intake, the intaker should complete the Intake Interview Form and return the complete file to the appropriate section of the sorting file ("To be input" or "Terminate" or "Wait List") in the front office. The Intake Interview Form is used to document intake notes and case disposition, including assignment of the client to the waiting list. This should be, at most, no longer than 24 hours after the intake client was seen. Immediately after the words, "Presenting Problem," write the Issue Number representing the overall presenting concern, as defined by the client.

10. If the intaker feels it appropriate, he or she might wish to discuss the client with the counselor to whom the case was assigned. Even if the file is held for this purpose, it should still be returned to the front office within 24 hours of the completion of the intake.

11. If the client is placed on the waiting list, the intaker will identify the current level of risk for harm of the client (see also 03.04.00.00 Wait List Procedures). A "1" means: no suicidal/homicidal ideation. A "10" means actively suicidal/homicidal or very close to it. Any client receiving a "10" should be considered for immediate hospitalization and should be discussed immediately with the Director or Assistant Director. This severity rating is placed in the appropriate box on the "Waiting List Information" portion of the Intake Interview form. In addition, the intaker will write and circle the number on the Daily Intake Report in the "Disposition" column next to any other notes about the client.

12. Numbers greater than 5 indicate a significant impairment of daily functioning. Clients who are identified at this level may be told to return to intake on a regular basis until the current crisis is over.

13. At least once a week, the Director or clinical case manager will review all new intakes for the week as well as cases still on the wait list to determine those clients who are at 6 or above on the danger scale. A list will be made of these cases. The Director or clinical case manager will assign all of these clients to an evening counselor.

14. The evening counselor will pull files and call these clients to determine their current status and need for emergency service. The counselor will also make a determination of any change of status on the danger
15. The evening counselor will return the call list to the Director or clinical case manager the following morning after copying (sorry) notes from the Waiting List Information and adding any other relevant information (e.g. call again next week, assigned intake for tomorrow, no longer wishes to be seen, etc.).

16. Intakers must return completed files to the appropriate sorting file for processing

- a. If a client is assigned a counselor during intake, the file is placed in the "To be Input" section.

- b. If the client is terminated at intake, the file is placed in the "Terminated" section.

- c. If the client is assigned to the wait list, the file is placed in the "Wait List" section. It is imperative that the wait listed client files be placed in the "Wait List" sorting section. Files placed in the "To be Input" file are treated as active files and returned to the open file drawer. If someone who is supposed to be a wait list client has their file placed in the "To be Input" section, they probably will not be added to the wait list and they will, in effect, disappear/fall through the cracks.
1. All scheduling of clients and other meetings/activities should be accomplished with the use of scheduling (pink) slips. A scheduling slip will allow counselors to specify the type, date, and time of activities in which they will be involved. The whole purpose of the scheduling slip is to relieve the front office folks from being overwhelmed by a series of oral instructions which tend to come at high demand times during the day.

2. Each counselor will be given a supply of schedule slips to keep in their office. As an activity needs to be put on the counselor’s appointment schedule, the counselor will fill out a slip and deliver it the appropriate box in the front office. The slips will be processed at the end of each work day.

3. If the front office person who transfers your request determines that you have a conflict, they will notify you as quickly as possible about the conflict. If you are faithfully using this system, the greater likelihood is that you have goofed and need to sort out the conflict yourself before informing the front office how you’ve taken care of it.

4. As new clients are assigned to counselors from intake, they are designated in the Master Schedule Book as on-going appointments. These clients will be carried over each week until a new slip is received which reports that the client has terminated or rescheduled.

5. Normally, we will not schedule new clients more than six calendar days in advance. When a client terminates or is automatically terminated (no-show or multiple cancellation), use a pink slip to notify the Front Office of the change in status for that counseling hour as soon as possible (see 03.07.00.00 for details).

6. No appointments will be made for the same day by the front office or intaker.

   a. If a counselor finds they have an open hour and decide to fill it with a client, they should notify the front office immediately and request the client’s folder.

   b. Since appointments can be made by the intaker at any time during his or her shift for the following day, it is possible that an appointment made by the intaker for the next day may not appear on the master appointment book by the time you leave the center on a particular evening. It is expected that you will be in the Counseling Center at any time the master schedule shows that you have a counseling hour.

   c. If a client is seen on intake any day and it is felt that the client needs to be seen the next day, that client should be referred to intake the next day, unless a counseling hour is available.
7. All work activities should be entered on the main Counseling Center schedule book. It is important that we can reach you in an emergency. So, please be sure to turn in a schedule slip for all work activities, not just counseling sessions. At the beginning of the semester we will block out your intake times and other weekly occurring activities. However, each counselor is responsible for scheduling time for committees, workshops, outreach programs, etc.

8. Counselors may copy schedule information from the master appointment book to their personal appointment books. This should be done at times when the demand for the front office use of the master appointment book is low.

9. A waiting list for clients will be started when as many available open hours are taken as client-counselor schedule matching allows. See "Wait-List Procedures" for more information.
WAIT LIST PROCEDURES

1. A wait list will be instituted at such time when client schedules no longer match counselor availability.

2. As the number of available hours decreases, clients seeking services whose schedules do not match the currently available hours should be informed that hours are available that do not match their present schedule. The client can then decide whether to free up their schedule to allow a match or to be placed on the waiting list.

3. Clients who choose to be or who must be placed on the waiting list should be informed that we are in a wait-list period and should be made aware of:
   a. Counseling Center emergency services. (both on-call services and intake hours)
   b. other agencies at which they may wish to seek services.

4. Intakers should discuss with the client any preferences the client may have for type of counselor - but the intaker must also inform the client that the result of being too specific may be increased time on the wait list.

5. If the client opts for the waiting list, we must do the following:
   a. The intaker will write the number which identifies the client’s current level of risk for harm in the appropriate spot on the back of the intake summary. A "1" means: no suicidal/homicidal ideation. A "10" means actively suicidal/homicidal or very close to it. Any client receiving a "10" should be considered for immediate hospitalization and should be discussed immediately with the Director or Assistant Director. In addition, the intaker will write and circle the number on the Daily Intake Record in the "Disposition" column next to any other notes about the client.
   b. Numbers greater than 5 indicate a significant impairment of daily functioning. Clients who are identified at this level may be told to return to intake on a regular basis until the current crisis is over.
   c. At least once a week, the Director or clinical case manager will review all new intakes for the week, as well as cases still on the wait list to determine those clients who are at 6 or above on the danger scale. A list will be made of these cases. The Director or clinical case manager will assign all of these clients to an evening counselor.
d. The evening counselor will pull files and call these clients to determine their current status and need for emergency service. The counselor will also make a determination of any change of status on the danger scale and will note it on the "Wait List" section on the back of the Intake form.

e. The evening counselor will return the call list to the Director or clinical case manager the following morning with notes as to who was reached and a brief comment on case disposition (e.g. call again next week, assigned intake for tomorrow, no longer wishes to be seen, etc.).

6. Following the intake:

a. The intaker should make clear notes on the intake summary about the type of counselor the client needs to see. Currently, the intaker may identify whether the client could see a practicum student, intern, or senior staff and preferences for gender of counselor. Use the margins to indicate preference for specific counselor, urgency of need for service (e.g. first available), specific client availability (e.g. nights only), and main issue, etc.

b. Intakers must place the file in the sorting file slot marked "Wait List". Failure to do so may result in the client's not being added to the wait list, an angry student, and a very cross Director or clinical case manager.

c. The front office staff will generate a Wait List chronologically which will show the client's name, phone number(s), date of intake, times available for counseling, and special needs, including main presenting issues. This list will be updated daily.

d. Files for wait list clients will be kept separate from the current clients - behind the current clients in the client file drawer.

e. At least daily, a receptionist will check for terminations which have occurred in the last 24 hours and update the dot chart so that the Clinical Case Manager can make assignments from the Wait List to open counseling hours. In order for this to work effectively, counselors must turn in termination notices to the schedule box immediately upon terminating with a client.

f. When assignment is made, the receptionist will call the client to inform them of their appointment time. The receptionist will also make notations on the Wait List section of the Intake form of any contact with the client regarding their availability for and need for counseling (e.g. 'assigned to X at 3 p.m. Tuesday' or 'client did not want counseling').
g. If a client has been on the wait list and, when contacted to arrange an appointment declines service, the receptionist will pull that file from the file drawer, place a note in the file to that effect and give the file to the Director or clinical case manager. The Director or clinical case manager will terminate the file and return it to the front office for processing.

7. The Director or clinical case manager will monitor the Wait List on at least a weekly basis and inform the staff when a Wait List has been created and closed out.
PROCEDURES FOR ON-GOING CLIENTS

1. At the end of each day, the receptionist will pull files for clients listed as having an appointment or group session the next day and place those files in the counselors' or group manager's mailboxes. Counselors should stop to pick up their files shortly after their arrival at the Counseling Center.

2. It is expected that each counselor will keep up-to-date and accurate process records for each client. After seeing a client, the counselor should always attempt to insure that process record notes are made and that the file is returned to the front office no later than 48 hours following the most recent appointment. 24 hours would be better. Same day would be best.

3. Process records are recorded on the Process Record Form. Each entry should include the date, counselor or group name, contact code, session number, and interview notes. After the first session, the counselor will also identify the primary issue being discussed and enter its code number from the list of client issues found on the third page of the Client Information Form. As the focus of counseling changes, counselors should document that change by noting the issue number for the session during which the new issue surfaced.

4. During the initial interview with a client, the counselor must negotiate with the client subsequent counseling appointments. When any appointment is over, the counselor must notify the front office of any changes in appointments which need to be scheduled. To notify the front office of your requirements, use a scheduling slip and place in the appropriate box before the end of the working day. (For more information about this procedure, please refer to the section on Scheduling Procedures, 03.03.00.00.)

5. As on-going clients terminate, it is the responsibility of the counselor to inform the front office immediately, with a schedule slip, that the client has terminated so that the client's name can be removed from the appointment book for subsequent weeks.

6. If a counselor wishes to propose an extension when a client reaches her/his 10th individual counseling session in an academic year, the counselor will bring the case to Case Review. Cases must also be reviewed when the client reaches their 30th and 40th total individual session. This is an internal process; whether the client is informed that a case review will take place is at the discretion of the counselor. Case review will consist of:
   a. A short (5-10 minutes) presentation outlining the case, current issues, and any proposal or recommendation by the counselor.
   b. Discussion/questions/issues of the case.
c. A mutually acceptable (between the presenting counsel-
or other staff) decision as to the course of further
treatment.

d. The decision of the judges is final.

7. When you terminate with a client, please complete the following steps:

a. Complete a termination summary sheet for the type of
service being terminated. Interns and practicum students
must have their supervisors review the file and initial the
completed form.

b. Determine if any other Counseling Center services will
continue (e.g. you are terminating individual but the
client will remain in group, or vice versa).

c. Staple the paperwork in the following order from top to
bottom: Termination summary, client data, intake report,
case notes (in ascending order by date), release forms,
psychological evaluations, other.

d. Put the file in the "Terminated Files" section of the
divider above the filing cabinet. If the client will still be
receiving other Counseling Center services, attach a post-
it note to the front of the file to indicate to the front office
staff that after the termination for this service is
processed, the file is to be returned to the active file
drawer.
Clients have the right to request a change in therapist. However, there may be several clinical issues involved in these types of request. When a request to change counselor is received, the following procedure should be followed:

1. The client should be encouraged to discuss her/his request with the current counselor. This is intended to provide an opportunity for the client and counselor to gain a better understanding of the issues involved, to resolve misunderstandings, and hopefully, to proceed with counseling. If the issues indicate that a change of counselor is appropriate or the misunderstandings cannot be resolved sufficiently to continue counseling, the counselor will facilitate the transfer of the client to another counselor.

2. If the client refuses to discuss issues with the current counselor, the client will be given one appointment (typically an intake time) with another counselor. The purpose of this appointment is to gather information regarding the client’s concerns and desire for transfer to another counselor. The client should be informed about the purpose of the interview in order to avoid the potential misunderstanding that this interview constitutes a reassignment.

At a Case Review or in consultation with the Director or Assistant Director, the case will then be discussed and a determination will be made regarding the client’s request. Possible dispositions include:

a. the recommendation that the client continue with the current counselor.

b. transfer to another counselor.

c. a recommendation that the client and counselor meet with another counselor for the purpose of resolving the issue(s).

d. referral of the client to another agency.

e. termination of the client.

f. some combination of the above.
NO-SHOW AND CANCELLATION POLICY

In general, TWU students are very conscientious about keeping appointments with counselors at the Counseling Center. This allows us to make the most effective use of our time and to provide service to a greater number of students. To allow us to make the most effective use of our time and energy, we will follow these rules:

1. Students who, for whatever reason, cannot or wish not to attend a scheduled counseling session are expected to call the Counseling Center as far in advance as is possible. Clients who call to cancel an appointment will be asked if they wish to reschedule for the following week at the same time.

2. If a client cancels two consecutive appointments or two of three appointments, her/his counselor will terminate the client's file and give the file to the front office staff with a note to generate a “cancellation termination” letter to the client. The front office staff will generate the letter which the counselor will sign, and the letter will be mailed. Counselors should also complete a pink slip to indicate the client hour is free on the Master Schedule Book. Clients who receive a letter and wish additional counseling will be assigned a new counselor by the Clinical Case Manager or Director, depending on counselor availability.

3. Clients who fail to show for an appointment and do not contact the Counseling Center by the end of the next working day following their appointment time can expect their time to be given to another student the following week. After the end of the next working day, counselors will give the file of a "no-show" client to the front office staff with a note attached to generate a "no-show" letter and to then terminate the file. The counselor should, previous to this, follow the case termination procedure. The front office staff will generate a letter which the counselor will sign, and the letter will be mailed. Clients who receive this letter and wish additional counseling will be assigned to a new counselor or to the wait list by the Director or Clinical Case Manager, depending on counselor availability. Counselors should also complete a pink slip to indicate the client hour is free on the Master Schedule Book.

4. Special procedures apply for clients who no-show for a psychiatric appointment. Please see “No-Show Policy for Psychiatric Appointments”.
1. Process notes are the property of the TWU Counseling Center and are subject to limitations on the right to review educational records (TWU Student Handbook).

2. The purpose of process notes is to keep an on-going account of counseling. As such, process notes must, over the course of counseling, include the following components:
   a. therapeutic objectives and goals (e.g. career decision-making, divorce recovery).
   c. significant actions taken during counseling.
   d. progress made toward goals.
   e. modifications in agreement as changing needs indicate.

3. Each contact, scheduled or unscheduled, as well as no shows, cancellations, case reviews, and attempts to call the client, should be noted.

4. Counselors should appropriately label observable behaviors, assumptions, client self-reports, and clinical hypotheses as such. The use of diagnostic labels should be used only if supporting information is provided. Derogatory language and labeling is inappropriate.

5. As, in the judgment of the counselor, the client becomes less stable and at a greater risk to self or others, the process notes should become more detailed as to statements by the client, responses by the therapist, options discussed, resources for the client to use, contracts made between the client and counselor, and any other relevant information which will document the delivery of service to that client. This should include notes about any consultations the counselor has regarding the case.

6. When the counselor feels that their client poses imminent danger to a third party, she/he has the duty to inform only either the appropriate medical or legal authorities. The counselor should, when possible, consult with the Director or, if the Director is not available, with another licensed staff member before any action is taken. The process notes should clearly reflect all actions taken, consultations with other professionals, and any contacts with medical or legal authorities.
7. Process notes should be completed as quickly as possible following a counseling session, preferably by the end of the day. In most cases, it is expected that process notes will be completed and the file returned to the front office no later than 24 hours after the session. Process notes should be concise and legible so that, in an emergency, other professionals will be able to determine the current case status of the client quickly.

8. When a client is terminated from a particular service (group, individual), the counselor will enter the appropriate termination code and enter an issue number which, in the counselor’s opinion, represents the overall concern dealt with during that counseling.
TERMINATION PROCEDURES

1. Client files will be terminated under the following conditions:
   a. client and counselor agree that counseling is finished.
   b. client fails to show for an appointment and does not contact the Center by the end of the next working day. (see 6. below)
   c. client cancels two consecutive appointments or two out of three appointments.
   d. client calls to cancel all further appointments.
   e. client fails to return for counseling on an as needed basis by the end of a semester.
   f. end of group counseling for the semester.
   g. the counselor and/or the agency determines that further counseling at the Counseling Center is not appropriate at this time.
   h. client is no longer eligible for services (e.g. no longer a student).

2. When any of the above conditions are met:
   a. An entry should be made on the Process Record showing the date you are making the entry, the counselor or group name, and the appropriate termination code (IT, GT, CT, etc.) (This should be a separate entry from the final client contact entry.)
   b. A termination summary form should be completed for that client. Separate termination forms should be completed for individual and group counseling.

3. The individual therapist whose name appears on the last individual counseling entry is responsible for the individual counseling termination summary sheet. The group leader whose name appears on the last group counseling entry is responsible for the group counseling termination summary.

4. Terminated files are to be placed in the appropriate divider above the front office horizontal file cabinet so that they may be processed and filed.

5. The therapist who completes the termination summary should notify front office staff in writing if the file is now terminated but should remain in the active files because the client continues to receive
another type of counseling service. Attaching a note to the front of the file will be sufficient. This should be done when:

a. a client is receiving two counseling modalities (individual, group couples) and one of the modalities is terminated.

b. a therapist is leaving the Center and the client will continue. In this case the therapist should follow termination procedures and attach a note to the file indicating case disposition -- transfer arranged with another therapist, return client to wait list for reassignment, etc. If the client is to be returned to the wait list, the note should include any special information which the Clinical Case Manager would need to make a new assignment (e.g. gender of counselor, etc.).

6. When a client is terminated for failing to show or for cancellations:

a. notify the front desk to prepare a “no-show termination” or “cancellation termination” letter for you to sign and send to the client.

b. If the client also sees the psychiatrist, check the schedule book and remove any appointments the client may have with the psychiatrist.

c. leave a note for the psychiatrist that the client has been terminated for failing to show.

TRANSFER PROCEDURES

1. Clients may be transferred under the following conditions

a. Counselor’s training or employment has ended but the client wants to continue individual therapy and has additional sessions to use.

b. The counselor and client agree that changing counselors is in the therapeutic interest of the client.

2. When either of the above conditions are met:

a. Discuss the transfer process with your supervisor

b. Approach a potential counselor and discuss the client transfer with him/her. If no counselor is available or preferred discuss the client transfer with the Clinical Case Manager. Clients who are being transferred are typically assigned ahead of clients on the wait list.

c. Complete the termination process outlined above including termination form. Let the Front Office know
that a transfer will occur by attaching a separate note to the client's file.
1. Psychological emergencies will be responded to as quickly as is possible. Generally, we should be able to make some type of contact within 5-10 minutes. We will respond as follows:

   a. During intake hours, if the intaker is available, he or she will be responsible for primary response. If the intaker is unavailable, staff with no appointments/meetings scheduled at that time will be used as backup intakers.

   b. At other hours the center is open, the primary response will be made by staff in this order:

      i. staff with no meetings/appointments scheduled at that time

      ii. one member of a committee meeting at that time

      iii. one co-leader of a group

      iv. a counselor in session with a client who is not critically in need of completing that particular counseling session

2. After hours, the on-call counselor is responsible for making the primary response to an emergency. The beeper should always be on, even if you are at home (so, in the event you are talking on the phone to a long lost friend, the police can still notify you).

3. Any staff member is free to call any other staff member to consult or for backup in dealing with a crisis. This would include a case where it is obvious that a counselor is needed on the scene and may be physically distant from the site. Other staff closer to the scene may be asked to go to make an initial response and they can negotiate with the first staff member whether the first person’s presence is required.

4. Liability considerations prohibit University personnel from directly assisting TWU students at off-campus locations. If a crisis is occurring on campus, staff members may report to that location, if appropriate, either to attend directly to the student or to provide on-site support to other TWU students and staff. If a crisis is occurring off campus, staff members should not go to the scene. Off-campus students may be asked to come to the Counseling Center if face-to-face services are required. The Denton Police will provide a "Welfare Check" for any individual, especially when requested by a mental health professional. Officers responding to these calls are specially trained for this type of contact and can remove lethal means or help initiate a hospitalization process once they are at the scene.

5. Where hospitalization is being considered as an alternative, an attempt should be made to contact either the Director or Assistant
Director for consultation. Unless it is clearly obvious to everyone at the scene that the client is in clear and imminent danger to self or others, interns and unlicensed staff members are advised not to attempt to involuntarily hospitalize a client. In the case where it is clearly obvious, the police should/would have already made that determination and called the Sheriff's Department, so most times you will need to consult. See the policy on involuntary hospitalization for more information.

6. It is possible that you will receive crisis calls concerning students on the Dallas and Houston centers because we are the backup for the centers. Calls should be handled as any other and staff at those centers should be informed as soon as is practical.

7. Counselors must document emergency contacts within 24 hours of the contact, and preferably as soon as possible. Emergency contacts with non-clients should be documented in the red "Emergency Contact" notebook in the back of the active client file drawer. Emergency contacts with active clients should be documented in the client's file. Emergency contacts with clients who are currently being seen at the Dallas or Houston centers should be documented on a separate Process Record Form and sent to the appropriate counselor as soon as possible.

8. The Counseling Center does not provide ongoing telephone counseling to students. If it can be determined that this is the third emergency contact within a month, the counselor will present the client at the next case review.
A large number of the requests we receive for emergency services come from university departments rather than individual students. It is important to remember that one of the roles which a counseling center traditionally plays on a college campus is that of "rescuer". Outside offices believe that we are trained to deal with any situation that has even a small psychological component to it. We attempt to respond to these requests so as not to completely disabuse them of this notion. Typically, the offices which request our services are the Department of Public Safety, Housing, and Student Health.

In the past we have had only a handful of events which required us to go out of the office. It would be fair to say the requests we get to visit a student outside this office have been warranted and legitimate.

In dealing with these types of emergencies, please keep the following in mind:

1. General rules for responding to requests for emergency assistance:

   a. Get as much information as possible including the student's full name and location, the perceived problem, an accurate description of the student's behavior, any medical or psychological history information which might be useful, the name and phone number of the person you are talking with, the perceived need for assistance by our office, and any other information you think might help you to make a determination about what you need to do.

   b. Any event which has a medical component to it should be treated first as a medical emergency (e.g. drug overdose) and the Student Health Service should be notified.

   c. In most circumstances you do not need to make an immediate decision about what you need to do. It is most likely possible that you can tell the person on the phone that you will consult with a colleague and call them back within 5-10 minutes.

   d. Liability limitations prohibit us from going off campus to meet with a student.

   e. Emergency contacts with non-clients should be logged in the red notebook kept at the back of the current client file drawer in the front office. This should be done immediately when returning to the office. If
the student is a client, the information
should be entered in the client's file.
Emergency contacts with clients who are
currently being seen at the Dallas or
Houston Centers should be documented on a
separate Process Record Form and sent to
the appropriate counselor as soon as
possible.

f. In the unlikely event that you are the first
Counseling Center staff member notified of a
death on campus, you are to immediately
notify either the Director or Assistant
Director (in that order) and failing that, the
Vice President for Student Life. The
Director will advise of actions to be taken.
(See Responding to a Death On Campus)

2. When responding to a call from the residence halls:

a. The call will/should most often come from a
residence hall director or one of her/his
assistants. Calls from RAs should begin by
asking whether the hall director has been
informed of and/or is on the site of the
incident.

b. In almost every case, be sure the residence
hall director is aware of situations where you
will actually go to the residence hall. He/she
can help arrange backup services, places to
meet, etc. He/she would also like to be aware
of crises in her/his hall.

c. You may need to determine whether you
need to go on-site to deal directly with a
student or to provide on-site consultation
and support to residence hall staff members.
Both are appropriate reasons to go on-site.

3. When responding to calls from the Health Service:

a. Normally these calls come as a result of an
examination taking place at the Health
Service. Typically, after speaking with the
nurse, arrangements can be made for the
student to come to the Counseling Center.
However, on occasion, we are asked to go to
the Health Service to talk to a student. In
these cases you will likely be asked to do
some short-term crisis intervention.

4. When responding to calls from the Police Department:
a. If they ask you to respond to something in the residence halls, determine who among the residence hall staff is aware of the situation. If they tell you they are not sure, either ask them to contact the residence hall director or contact her/him yourself.

b. Get as much information from the dispatcher/officer as possible. If the dispatcher is calling, he or she can often get information from the officer on site while you wait on the phone.
When you believe a student to be in or close to imminent danger of harm to self or others, a standard assessment of threat should be pursued. If the client reports having lethal means to harm self or others, attempts should be made to secure those means in a manner which protects the client and assures the counselor, to a reasonable degree, that access to the lethal means has been removed or reduced to a safe level.

As a general policy statement, staff members do not personally take possession of or maintain possession of lethal means. In some rare instances, the staff member may serve as a deliverer of lethal means to appropriate agencies, but this should be the exception rather than the rule. In most cases, the client should transport the lethal means to the appropriate agency as follows:

1. Weapons of any kind should be delivered to the nearest police agency.
   
a. If the student is on campus, the police agency would be the TWU Department of Public Safety. That office should be notified of the situation prior to any transfer of weapons, and arrangements for the safe transfer of the weapon should be made.

   b. Students living off-campus should deliver the weapon to their nearest local police agency. The counselor may negotiate with the client that the client be accompanied by a third party whom the client will permit to verify with us that the weapon has, in fact, been removed.

2. Drugs and medications should be delivered to the Student Health Service. The Health Service can arrange with students to dispense critical medication on a per dose basis until it is determined that the student is capable of self-management of medications. In addition, the Health Service, under their policies and procedures, must inform the prescribing physician of the status of the student in relation to the subsequent prescription of that medication.

3. Other lethal means should be dealt with in similar ways.
BEEPER INSTRUCTIONS

1. The beeper is to be turned on between the hours of 5 p.m. and 8 a.m. Monday through Thursday and from 5 p.m. Friday to 8 a.m. Monday on the days in which the University is open for business.

   a. When the University is officially closed, the beeper will not be in use and no one Counseling Center member is responsible for responding to emergency mental health issues. University community members may attempt, during these holidays, to contact members of the Counseling Center staff by phone, but, in general, these issues should be directed to Denton community resources (Denton County MHMR Center, emergency hospitalization, etc.).

2. It is the shared responsibility of the person carrying the beeper and the person to whom the beeper will be passed to arrange for transfer of the beeper on any given day. Typically, the beeper is left clipped to the telephone message carousel in the slot for the week's on-call counselor.

3. Schedules for beeper coverage will be created at the beginning of each semester. At the staff meeting during the third week of each month, the next month's beeper schedule will be reviewed for final adjustments. After a monthly beeper schedule is finalized, it is the responsibility of the person wishing to make changes to:

   a. Provide for beeper coverage on that week

   b. Change the schedules in this office - at the front desk

4. As of September, 1998, the Department of Public Safety no longer uses our on-call schedule. When a student calls DPS and asks for a counselor, the only response DPS will make is to tell the student that they can only beep the on-call counselor. DPS will activate the beeper. They will not attempt to call you on the phone. Please leave the beeper by your bed at night.

   a. If DPS does not receive a response to the beeper within 15 minutes, they will begin to call other members of the counseling center in the following order: director, assistant director, licensed psychologists, staff psychologists, interns.

   b. If you receive a call from DPS when you are not the counselor-on-call, you should attempt to call the counselor-on-call before responding to the emergency call to see if they are available to take the call. If the on-call counselor is not available, you will handle the emergency.
5. **Beeper Operation:**
   
   a. See the attachment for beeper operation instructions.
   
   b. The beeper is activated from a remote site by dialing (940) 591-4323, receiving a tone signal and dialing in the phone number to be called at the prompt.
   
   c. The beeper has a range of approximately 70 miles from Lewisville. A coverage map is found after this section.

6. If you receive an emergency call during the evening(s) or weekends you are on call, please log the call. For students who are not clients, log the call in the red “Emergency Contact” notebook, which is located in the file cabinet behind the active client files. The log asks you to report the date and time of the call, the caller, the conversation, and your name. **It is vital that you remember to log calls.** For students who are active clients, log calls in the process record in their file. If the client’s file is in Dallas or Houston, write the notes on a process record form, notify the client’s counselor of the call, and send the process record form to the counselor.

7. If the beeper malfunctions while in your possession, notify the TWU Department of Public Safety immediately that you are available by telephone only and keep them updated as to where they can reach you. The next working day, notify the Director or Assistant Director of the malfunction.
RESPONDING TO A DEATH ON CAMPUS

1. In most cases, the Director will be notified by another office that the death of a student, faculty, or staff member has occurred on campus.
   a. If you are the first to be notified, you must immediately contact the Director. If the Director is not available, contact the Assistant Director. If neither are available, and you are not certain that the Vice President for Student Life has been notified, you should contact him.

2. The Director or her/his designee will coordinate the provision of services from this office.
   a. The Office of the Vice President for Student Life will coordinate the overall university response.

3. As soon as is possible after notification of the death, the Director will call a staff meeting to inform the staff of the event and determine the staff resources available to deal with proceeding events.
   a. The Director will contact affected offices and groups at the university to offer assistance and determine the need for service.
   b. The Director will assign duties as required.

4. Some of the responses which the Counseling Center might make would include:
   a. Provision of individual crisis counseling to students directly involved with the person or those who witnessed the death.
   b. Group meetings/counseling to those close to the person, e.g. residence hall floor, student organization, academic class.
   c. Crisis counseling to parents/family of a deceased student when/if they arrive on campus.
   d. Backup services to the Vice President for Student Life including answering special phone lines to counsel students or answer questions/control rumors, consultation with residential life staff or other groups.
   e. Extended intake hours in the days following the death to accommodate any need for crisis/grief counseling by students
5. Depending on the circumstances, some regular Counseling Center activities will be suspended to accommodate the need for crisis counseling services.
The Counseling Center at Texas Woman’s University provides primarily developmental and preventative counseling services to the student body. With the resources provided to it, the Counseling Center cannot deliver an unlimited and full range of community mental health services.

The following limits of service were put in place effective January 1, 1989:

1. Students are limited to a total of 12 individual counseling sessions (this includes couples and family counseling) each school year, excluding intake and emergency sessions. The school year begins the Monday following the end of Summer Session II. Clients being seen when these limits took effect were treated as “new” clients for the purpose of counting individual sessions toward the 12- and 48-session limits.

2. Students will be limited to a total of 48 individual/couple/family counseling sessions, excluding intake or emergency appointments, during a degree program at TWU. This means that if a student takes an undergraduate degree at TWU and then goes on for a graduate degree here, the student could receive a maximum of 96 individual/couple/family counseling sessions.

3. If a counselor wishes to propose an extension when a student reaches ten sessions in a school year, the case will be reviewed by the staff for a variety of treatment options. These include but are not limited to: termination at the twelfth session; agreement to continue individual counseling to some specified limit with the 48-session total limit remaining in effect; referral to group counseling; referral to an off-campus agency/practitioner.

4. When a student reaches 30 total sessions and 40 total sessions, the case will be reviewed by the staff, and recommendations for further treatment, referral, or termination will be made.

5. Students who reach either yearly or total session limits will be given the opportunity to be referred to a group within the Counseling Center. Students may remain in group treatment as long as it is therapeutic.

6. Each case will be reviewed on its own merits. If special needs exist for a particular student or for the agency in terms of training needs, the staff may choose to provide service beyond the limits stated. In no case, however, should this be construed to mean that any client of the Counseling Center should expect these limits to be waived.
7. Students who reach the limit of individual service and who wish to continue individual therapy will be referred to community agencies and private practitioners as they desire. However, students who wish to continue to have access to the Counseling Center consulting psychiatrist must remain and actively participate in a Counseling Center group. As determined by case review, some clients may be continued as "maintenance" cases, seeing a staff member approximately once a month in order to continue psychiatric consultation. However, failure to attend monthly maintenance appointments will result in termination of all services. Students who choose to continue their individual treatment by establishing a relationship with a therapist outside of this agency and refuse to be involved either in maintenance or group treatment within the Counseling Center must arrange for psychiatric services outside of this agency.

8. This policy will be reviewed on an annual basis during each Fall semester, after the annual report for the previous year and preliminary data on client use of the Counseling Center for the current year are available. Changes in this policy will be made as needed, in consultation with the Counseling Center Advisory Committee.

9. Students who wish to make comment on this policy are requested to write to or speak with the Director of the Counseling Center, West Jones Hall, P.O. Box 425350, Denton, Texas 76204-5350, 940-898-3801.
CASE REVIEW

1. If a counselor wishes to propose an extension of services when clients reach their 10th individual counseling session within a year, or if a client has 3 emergency contacts within a month, their case must be brought to a case review.

Cases may also be brought to Case Review when

a. the counselor would like staff input to assist him or her in handling the case,

b. the counselor would like to share or request information about a client in order to help the agency provide a better coordinated response to a client’s therapeutic needs,

c. the counselor would like to share a positive or unique therapeutic experience with the rest of the staff, or

d. the counselor is requesting that a client receive two modalities of therapy (see 03.18.00.00).

2. Case review times will be scheduled beginning six calendar days before the next review. Counselors schedule case reviews by placing a hash mark in the appropriate date/time square of the scheduling calendar on the door of the conference room.

3. At Case Review the counselor will have approximately 15 minutes to present the purpose of bringing the case to Case Review and the relevant information about the client for accomplishing that purpose.

   a. This is not meant to be a full case presentation - we are simply trying to decide how best to handle the case, keeping in mind the limits of our service.

   b. If the case review is in response to session limits the information presented should include a brief history with relevant client variables, a brief review of what has occurred in counseling, and a recommendation by the counselor as to what the client’s needs are for further service, if any.

4. When a client reaches 30 total individual sessions and 40 total individual sessions for a degree program, the counselor must also bring the case to case review so that enough sessions will be left to allow several options for the client.
CONFIDENTIALITY

1. The TWU Counseling Center adheres to the ethical principles of the American Psychological Association, the American College Personnel Association, and the American Counseling Association. All contact with clients and potential clients is treated as confidential information.

2. No confidential information may be released to anyone without the written consent of the client unless one of the following conditions occurs:

   a. the client is in imminent danger of harm to self or others and notifying medical or law enforcement authorities is necessary to insure the client's or other's safety.

   b. the counselor has reason to suspect any of the following:

      i. Child abuse

      ii. abuse of the elderly

      iii. abuse of a disabled person

      iv. sexual exploiting of a client by a mental health worker.

      If any of these conditions is suspected, the counselor should discuss with the client the counselor's mandatory reporter status. Counselors may discuss the situation with a supervisor before reporting and/or may arrange to report with the client, if that is agreeable. See the procedure for Mandatory Reporting (03.17.00.00).

   c. second or third hand reports of child or elderly, or disabled abuse should be discussed with a supervisor. Reporting may be appropriate.

   d. we receive a subpoena from a court (signed by a judge). Subpoenas received by individual staff members should be brought immediately to the attention of the Director. In the absence of the Director, notify the Assistant Director. They will contact the University attorney in order to review the subpoena and discuss options for responding.

3. Confidentiality extends to all contact the client has with the Counseling Center and includes their status as a client and their attendance at counseling sessions.
RELEASE OF INFORMATION

Any information about any client at the Counseling Center is confidential and to be released only with written permission from the client, except in the following cases: a) the client is in imminent danger to self or others; b) the client reports on-going child abuse either suffered by the client who is a minor or currently perpetrated by the client, sexual exploitation of a client by a mental health worker; or abuse of the elderly or the disabled; c) information is subpoenaed by a court.

Requests for release of information should be accepted and acted upon only if the request is a signed original and specifically names the TWU Counseling Center as the agency to release records. Xerox copies are not acceptable from agencies or persons outside the university. Forms which do not name the TWU Counseling Center specifically are not acceptable.

If information is to be released to us, released by us, or exchanged between the Counseling Center and another agency or clinician, use the appropriate release form which the client must complete and sign.

When a client requests to see her/his file

1. The counselor should attempt to determine the purpose of the request. Every attempt should be made to discourage a client from directly viewing her or his file. This would include arranging for the information to be sent to another professional of the client’s choice.

2. Requests are always directed to the client’s most recent/current therapist, or the Director if therapist is no longer on staff

3. Procedure for handling requests:

   a. Client presents request to therapist for discussion

   b. Therapist discusses request with Director

   c. Therapist returns to discuss with client the manner in which the request will be honored

   d. Discussions of the request focus on assessing the content and manner of disclosure that would be in the client’s best interests

4. If the client insists on a copy of her or his file, the client should complete a special Release of Information Form (for release to self) naming herself or himself as the recipient of the file. This form is kept on a computer disk and the front office staff can run a form for you when it is needed. The Counseling Center will provide copies of the file at a cost to the student of $1.00 per page, which covers
copying and secretarial costs. (We waive this fee as a professional courtesy when sending information to other professionals.) The copy of the file a student receives will not include copies of test protocols (see Release of file information to anyone other than the client, below).

5. Requests for copies of a file by the client will be processed within normal work procedures -- clients should not expect the file to be copied immediately. Rather, the counselor should tell the client that they will be notified when the copy is available to be picked up from the front office. The client should also be informed that they must pay for the copied file when they come to pick it up.

Release of file information to anyone other than the client

1. Written permission of client is required except in cases of clear and imminent danger to self or others. (There is no “duty to warn potential victims” in the State of Texas.) In these instances only the following can be notified, for the sole purpose of protecting the client or the client’s potential victim(s):
   a. Law enforcement personnel
   b. Medical personnel

2. Customary requests for file contents
   a. Must be in writing
   b. Client must sign/have signed an appropriate release of information form
   c. With the exception of test profiles to professionals qualified to interpret them (Specialty Guidelines for the Delivery of Services by Counseling Psychologists, 1981), file contents are not copied. Instead, a brief treatment summary is provided.

3. When a client wishes to waive confidentiality against her/his best interests (in the judgment of the [supervising] psychologist), the implications of the waiver are discussed and the client is assisted in limiting disclosure.

4. Summaries of counseling and other communications arising from a request for release of information must be signed or co-signed by one of the licensed staff members, usually your direct supervisor or the Director.

Subpoenaed files

1. Subpoenas are honored only if they are signed by a judge
2. Procedure:

a. Subpoena is reviewed with Director.

b. Subpoena is reviewed with university legal counsel.

c. If a file contains material that is potentially damaging to the client, the judge may be telephoned and asked if the file can be discussed with her/him in private for the purpose of protecting client from the public disclosure of material not relevant to the case.
The psychiatrist employed by the TWU Counseling Center is a consulting psychiatrist. Services are provided by the psychiatrist to the Counseling Center on a contract basis. Our contract with the psychiatrist is to provide services only to current clients of the TWU Counseling Center.

It is the policy of the TWU Counseling Center that any student who wishes to see our consulting psychiatrist must be a client in on-going therapy with this agency, up to the limits of the services we can provide.

During the fall and spring semesters, the psychiatrist visits the Counseling Center for three hours a week. During the summer, the psychiatrist visits twice a month.

Our psychiatrist provides the following services:

1. psychiatric consultation,
2. evaluation for psychotropic medications,
3. monitoring of the use of medications prescribed from the above.

The following services are not provided:

1. emergency psychiatric evaluations,
2. emergency prescription services.

Once an initial appointment is arranged between a client and the psychiatrist, if medication is prescribed, it is the responsibility of the client to be sure that subsequent appointments are made and kept so that medication regimens are not interrupted. Clients are advised to look ahead in the calendar to take into account holidays, semester breaks, and other planned university closings so that appointments are made as necessary. The cost of employing the psychiatrist also makes it critical that all appointments be kept.

A client who establishes a counseling relationship here at the TWU Counseling Center solely to gain access to psychiatric services while, at the same time, maintaining a counseling relationship elsewhere, has created a situation that is:

1. unethical, and
2. unacceptable to this agency.

The client will be referred back to her/his outside therapist for referral to an appropriate psychiatrist.
REFERRALS of TWU students who are clients of the TWU counseling center TO THE CONSULTING PSYCHIATRIST

1. Students who are not clients of the Counseling Center should not be seen by the consulting psychiatrist. (See Psychiatrist Services Eligibility).

2. A client who, in the judgment of the counselor, needs to see the consulting psychiatrist should be referred using the following process:
   a. An appointment time should be arranged with the front office. Currently, the psychiatrist sees clients on Thursday mornings. First time appointments take 45 minutes.
   b. After the client is scheduled, and as you are filling out intake or process notes, you must complete a Psychiatric Referral Packet, which is kept in the Forms drawer.
      i. The client reads and signs the Psychiatric Services Agreement. The signed copy is kept in the file; the client keeps the unsigned copy for their record.
      ii. The client signs the release of information with the TWU Health Service. This form is given immediately to the Front Office Staff for copying and mailing to Student Health Services.
      iii. The referring therapist completes the Psychiatric Referral Form and the Critical Client Concerns checklist. These are kept in the file for the psychiatrist.

3. The psychiatrist makes initial assessment notes on the back of the Psychiatric Referral Form. This form is kept in the client’s file and you may get information about medications and recommendations from that. Subsequent psychiatric notes are made chronologically on the Process Record Form.

4. Subsequent medication evaluations are 15 minutes in length.

5. Clients who experience adverse reactions to psychotropic medications should seek medical assistance from their primary care physician. If the student’s primary source of health care is the Student Health Services, then Dr. Lekawski is the primary physician. The client should then make an appointment to follow-up with the psychiatrist during his or her next scheduled visit. Further, students are encouraged to keep their primary physician informed of any and all medications that are prescribed.
6. Clients who fail to appear for psychiatric appointments will be charged for that time. There are no exceptions.
REFERRALS TO THE CONSULTING PSYCHIATRIST FOR TWU students
who are clients of the denton county mental health CENTER

Note:  This policy is only in effect at those times that Denton County Mental Health Center is without a psychiatrist.

If a student who is currently a client at the Denton County Mental Health Center wishes to see our psychiatrist, please know the following:

1. All students who wish to see the psychiatrist must have an intake appointment with one of us.

2. At intake, the client will be evaluated for need to see the psychiatrist. If a referral to the psychiatrist is appropriate, the client must agree to sign a release of information to allow us to keep in touch with his/her therapist at the Mental Health Center on a weekly basis.

3. The provision of psychiatric services through this office is dependent upon our having knowledge of the client's work in therapy. If a client is unwilling to sign a release form to allow us to talk with their therapist on an on-going basis, he/she is not eligible for our services.

4. Once the release form is signed, the client may be given an appointment with the psychiatrist. The Director of the Counseling Center will be notified by the intaker, in writing, of the names of the clients they have seen who fall under this situation. The Director will make the weekly calls to the Mental Health Center to talk with therapists.

5. When the Mental Health Center hires a new psychiatrist, we will terminate these clients and transfer their psychiatric care back to MHMR.
Procedures for Voluntary Hospitalization

1. If, in your judgment, a client requires hospitalization for psychological reasons, immediately contact either the Director, Assistant Director, or your supervisor. If none of these people is available, consult with any other senior staff member. Except in the case of extreme emergencies, at least one other staff member should be involved in this process.

2. In consultation with, or in conjoint counseling with the other staff member, attempt to secure agreement from the client that hospitalization is necessary and that the client is willing to go to the hospital.

3. If the client is unwilling to be hospitalized, but both staff members believe that the client is in imminent danger of harm to self or others, then follow the procedures for involuntary hospitalization.

4. If the client agrees to hospitalization, determine the client's insurance status. If he/she is covered under medical insurance, the student should contact their carrier and inform them of the situation. The insurance carrier will be able to arrange admission to a hospital and will tell you what you need to do. You must then arrange for the client to be transported to the hospital. You may arrange for a friend, co-worker, family member, etc. to transport the client. If no one else is available, you may call the TWU Department of Public Safety, identify yourself and your needs and they may arrange for transportation. In no case are you to transport the client in your own car.

5. If the client does not have insurance or if the client requires a structured, safe, environment without medical evaluation, the first option would be to place them in the stabilization unit of Denton County MHMR. Call 387-5555 and ask to speak to the Response Team representative. If the client meets the qualifications for admission, you can work out a method of transportation with the staff and/or the client. It would be wise to get the client to sign a release of information form, if possible, to allow the exchange of information between the Counseling Center and MHMR.

6. If the client does not have insurance and the stabilization unit is inappropriate, then the options are: a) if the client is a resident of Denton county, the care facility is the Wichita Falls State Hospital; b) if the client is a resident of Dallas county, the care facility is Parkland Memorial Hospital. In any case, call the Commitment Coordinator at MHMR (565-8629) and discuss with them the situation. They can either facilitate the admission or suggest options to take with the client. Transportation may be arranged with the TWU Police or the county sheriff, depending on the situation. Again, the Commitment Coordinator can help you with this.

7. Make accurate case notes which include all discussions of options with the client, decisions made with what data, consultations with other staff and other agencies, etc.
8. If the Director has been unavailable through this process, inform him or her as soon as is possible.
INVOLUNTARY HOSPITALIZATION

Involuntary hospitalization involves the loss of civil freedom and rights by the individual involved. This procedure should be used as a last resort. Unlicensed staff members must always proceed after consultation with a licensed staff member. In most cases, the Director should be consulted before action is taken. If the Director is not available, an attempt should be made to contact the Assistant Director.

To accomplish an involuntary hospitalization:

1. The client must be observed to fall into one of three categories of behavior:
   
   a. Imminent danger to self (e.g. lethally suicidal, psychotic/hallucinating the point where he/she cannot tell reality from fantasy).
   
   b. Imminent danger to others (with specific lethal means).
   
   c. A debilitating mental illness which shows no sign of abating and which has the potential to place the individual in situations of harm.

2. If an individual is observed to be in one of these categories and cannot be persuaded to hospitalize themselves voluntarily, then you may consider involuntary hospitalization.

   a. Consult with the Director, Assistant Director, or other licensed psychologist.
   
   b. It may also be possible to consult with the psychiatrist by telephone, but, in most cases, do not expect the psychiatrist to come on site.
   
   c. Document your consultation.

3. After the internal consultation, to proceed with the process, call the commitments coordinator at Denton County Mental Health/Mental Retardation, 565-8629. They are available to consult and to come on site to evaluate the individual. In most cases, if they decide a hospitalization is appropriate, they can discuss how to hospitalize by either; a) calling the Denton County Sheriffs Mental Health Officers who will come on-site and decide whether they will take the client into protective custody and transport them to Wichita Falls or; b) helping you with the papers you will need to complete and to possibly helping arrange for a medical examination.
4. If the client is not in your office and you do not know her or his specific whereabouts, the Sheriff’s department cannot come out to evaluate the client. In this case, you must complete an Application for Temporary Mental Health Services. These forms, along with copies of the Certificate of Medical Examination, will be kept in the back of the current client file drawer in the front office. If we are out, you may obtain the forms from the Denton County Court House, Hickory and Carroll.
   a. You must complete the first form, Application for Temporary Mental Health Services, and have it notarized. Rachel, in the Vice President for Student Life’s office can do that.

   b. You must also complete the form, County Court Mental Health Cost of Services.

   c. Fill in as much of the form, Information to be Determined on Taking Application for Court-Ordered Mental Health Services and Motion for an Order of Protective Custody, as you can.

   d. The other forms stapled together in the packet are completed by others.

   e. Either with the commitment coordinator or the Director, attempt to find a physician to complete the Certification of Medical Examination. The TWU Student Health Service may also be able to provide referrals to physicians. If the person is or has been a patient of the consulting psychiatrist, he or she is usually willing to complete this form.

5. When both forms are completed (or if you can only get the Application for Temporary Mental Health Services completed), they need to be delivered to the courthouse.

   a. If the courthouse is closed, they may be taken to the Denton County Sheriff’s Office, 127 N. Woodrow, just south of McKinney.
6. You will notice that this procedure takes time. Under Texas law, counselors have no authority to detain a person against their will. Only law enforcement officers can do that. You may call the TWU Department of Public Safety if you feel the case is obvious and that the client needs to be detained. However, be advised that the officer will make a determination of the situation and, if he or she feels he or she is not needed, may choose to leave. On the other hand, sometimes they will help detain a client while you call the Sheriff's department.

a. The commitment coordinator from MHMR may be useful in helping to determine whether restraint is a viable option.

b. If there is any question about detaining when the individual is making attempts to leave, let them go. Then, proceed as quickly as you can with the paperwork.

7. When it is possible, or at the very least when the crisis is over, document everything you did including who and when you consulted, behaviors observed of the individual which lead you to seek hospitalization, etc. If the individual is not a client of the Counseling Center, document the information in the red notebook for emergencies.
1. Normally, clients seeing the consulting psychiatrist are expected to arrange additional appointments so that they can continue their medication uninterrupted.

2. In extreme cases, we may complete a Prescription Extension form which notes the type of drug, dosage of drug, how often taken, and the next scheduled appointment with the consulting psychiatrist. In order for us to complete this form, it is helpful if the client can furnish us with this information and we should cross-check this with the consulting psychiatrist's notes in the client's file. This form should be counter-signed by the Director or Assistant Director. It will be honored only at the TWU Student Health Service Pharmacy.

3. Students should be informed that this is a one-time-only event and that they must, in the future, be sure to schedule and keep appointments with the consulting psychiatrist to insure the continuation of medication.

Clients must be scheduled to see the consulting psychiatrist during her next visit, even if it is inconvenient for the student.
PSYCHIATRIC APPOINTMENT NO-SHOW POLICY

Psychiatric services are provided on a contract basis and we are billed for the time we schedule appointments with the psychiatrist. When students no-show for a psychiatric appointment, we pay for a service which is not provided. This also takes time away from other students who may need to see the psychiatrist but cannot do so because the psychiatrist has a full schedule. In order to reduce the frequency of this type of event:

1. At the time a client schedules an initial appointment with the consulting psychiatrist, she or he will receive two copies of the Psychiatric Services Agreement. This agreement makes explicit the type of psychiatric service provided by the Counseling Center and the no-show policy for psychiatric services. The student will sign one and return it to us. This signed copy will be kept in the client’s file. The client will keep the second copy.

2. If a student fails to show for an appointment with the psychiatrist, the student will be charged a fee which will equal that portion of the psychiatrist’s hourly rate for which their appointment was scheduled (eg. 20 minutes, 40 minutes, 60 minutes). The current charge is $100 per hour or $35 per 20 minute appointment block.

3. A no-show for a psychiatric appointment is defined as failure to notify the Counseling Center that the appointment cannot be kept or failure to appear at the Counseling Center for a scheduled psychiatric appointment. Clients may notify the Counseling Center of their inability to keep the appointment up until the time their appointment is scheduled.

4. Clients who appear late for their appointments will not be charged a no-show fee, but will only be seen by the psychiatrist on a time-permitting basis. In some cases this may mean that the client will not be seen that day or that they may have to wait until all other scheduled clients have been seen for that day.
1. Each staff member other than the Director will be available to lead/co-lead at least two groups each fall and spring semester. In general, this will be a full-semester "therapy" group. Additional groups will be negotiated as requested by staff members or required by the demands of the counseling load.

2. There are three groups forms to be used;
   a. A Group Information form which contains basic information about that group for that semester.
   b. A Group Wait List form which contains names of and information about students who have requested joining a particular group.
   c. A Group Roster which contains only the names and phone numbers of group members who have been admitted to the group.

3. In most cases, all therapy groups will require pre-registration or a pre-group screening interview. Students wishing to be a member of a particular therapy group will be asked to go to the Reception Desk to sign up. The Reception Desk will keep a Group Roster for each therapy group which does not require a pre-group interview.
   a. For those students who are currently active clients at the Counseling Center, the receptionist will simply add their name and phone number to the Group Roster. No further paperwork is necessary.
   b. For those who are not currently active clients at the Counseling Center, the receptionist will give each student the normal intake forms, except for a weekly schedule, and the student will complete these forms. At that time, their name will be added to the Group Roster and a client file will be generated for them. No intake other than the group screening is necessary, but the Group Manager is responsible for screening the potential group member and facilitating any referral for other services.

4. Each group with two leaders will designate one of the leaders as the Group Manager, who is primarily responsible for communication about the group with front office staff.

For groups that require a pre-group interview, the Group Manager will list on the Group Information form the times which may be used for pre-group interviews. The receptionist(s) will schedule pre-group interviews based on this schedule. Any special instructions regarding scheduling or additional forms which the potential group member must complete should be written on the Group Information form.
a. Currently active Counseling Center clients must present themselves at the reception desk to arrange an appointment to speak with the group leader(s).

b. Students who are not currently active clients will present themselves at the reception desk to make an appointment for a pre-group interview and will be asked to complete the normal intake forms.

c. Group Rosters are kept in the Groups notebook at the front desk. The Group Manager will write in names as members are accepted into the group.

5. Special instructions about groups will be given by the Group Manager to the front office in writing on the Group Information form. This includes such things as: times available for pre-group interviews, maximum number of group members, etc. This should be done as quickly as possible after the semester planning meeting.

6. It is the prerogative of the group leader(s) to decide whether there are enough group members to start their group. In general, most groups will start if there are at least six members willing to attend. If a group is postponed, the Group Manager should notify the front office in writing as to the anticipated new start date.

7. Group Rosters will be kept in the Groups notebook so that front office staff may pull client files prior to each group session and/or contact group members in the event that an emergency prevents the group from meeting. As group membership changes, the Group Manager will update the group roster for their group.

8. Before each group session, the Group Manager will receive client files for each member of their group. Following each session, the group leader(s) must:

   a. Write case notes for each group member in that client's Process Record.

   b. Note the name of the group in the "Staff" column of the Process Record.

   c. Turn in client files within 24 hours, except where it is known that a group member will be seen the following day for individual counseling. In this case, the file should be completed and returned more quickly.

9. Following the final group session of a non-continuing group, the leader(s) will destroy the Group Roster.

10. After a group has filled and/or closed membership to new members, the Group Record Form is destroyed and a new Group Wait List Form is begun for that group. Names and phone numbers of students who express interest in joining that type of group will be entered on the new Group Wait List Form. If sufficient numbers of students express
interest, an additional group may be created, as agency resources permit. If an additional group is not formed, the students are to be contacted by the following semester's group leaders in forming their group.

11. Members of support groups and educational groups are not required to complete client information. They may simply attend the group. The Group Manager will maintain an attendance record which lists the dates the group met, the number of students who attended each meeting, and the length of each meeting. At the conclusion of the group, this information should be given to the Clinical Case Manager. Group Attendance Forms are available in the Front Office Forms Drawer.

12. Group No-Show/Cancellation Policy. It has been agreed that the leaders of each therapy group will create their own no-show/cancellation policy for that particular group. If the leaders wish to include the group members in the creation of their group’s policy, they may do so.
1. The necessity to screen prospective group members is a decision made by the group leader(s).

2. In most instances, unstructured groups which focus on personal growth require a screening. This screening should include the following:

   a. an opportunity for the group leader(s) to meet the potential group member.

   b. the group leaders should explain the purpose, meeting times, length, and membership of the group.

   c. the candidate should explain their interest in joining the group.

3. Based on the interview, the group leader(s) will make a decision on inclusion and inform the candidate. If the candidate is not selected for the group, it is the responsibility of the group leader(s) to determine what, if any, further counseling services are required by the candidate and to facilitate connection with that service.

4. In some instances, with prior permission of the group leaders, intakers may directly assign to a group new clients who they feel are appropriate. If an intaker does assign a client directly to a group, they should leave a note for the group leaders to let them know whom they have assigned.

5. Group leaders are required to make a contact by telephone or in person with each prospective group member.
CONSUMER EVALUATIONS

Unless they indicate otherwise, an evaluation form is mailed to clients when their file is terminated. Returned forms are kept in the front office, filed by counselor name.

The information gathered is intended to provide each counselor with feedback from her or his consumers. During yearly evaluations with the Director, senior staff will review client evaluation forms. The purpose of the review of this information is to identify trends, areas of strength, and issues to be worked on in the coming year.
legal and ethical ISSUES

See Basic Expectations for Staff Who See Clients (01.03.00.00).
See Section 11: Legal and Ethical Standards and Specialty Guidelines.
Mandatory Reporting of Abuse and Exploitation

1. Counselors of the TWU Counseling Center are mandatory reporters of abuse of children, the elderly, the disabled, and the sexual exploitation of clients by mental health workers.

   The law regarding abuse of children, the elderly and the disabled states:

   If you believe that a child or elderly person, or a disabled person has been physically or mentally abused or neglected, or that they have died of abuse or neglect, you must report your suspicion to the Texas Department of Human Resources and a law-enforcement agency. You must make an oral report immediately to the nearest DHR Child Protective Services office or to the 24-hour Abuse Hotline (1-800-252-5400). A written report must also be made within five days. You also must make an oral report to a local law-enforcement agency.

   a. When you call the Abuse Hotline, ask if a written report and oral report to the local law enforcement agency are required.

   b. Document in the client’s file the call you made, the worker you spoke with, and any instructions you were given regarding a written report and oral report to the local police agency.

   c. You may make the report anonymously.

   d. All cases should be discussed with supervisors both before and after reporting.

2. New state laws (1993) mandate that a mental health provider is required to report within 30 days any suspected sexual exploitation by another mental health professional which is made during the current course of treatment of that patient.

   a. The report must be made to the prosecuting attorney in the county in which the alleged exploitation occurred and to any applicable state licensing board.

   b. Before reporting alleged exploitation, the reporting professional must inform the patient of the duty to report and must determine if the patient wishes to remain anonymous. If the patient chooses anonymity, the professional must report the suspicion or allegation without identifying the alleged victim.

   c. Failure to report is a Class C misdemeanor.
DUAL SERVICES

Normally clients are not enrolled in two therapy modalities within this agency at the same time. However, there are some instances where this may be clinically appropriate:

a. a limited number of sessions may be judged to be therapeutically indicated to assist some clients in transitioning from individual to group counseling.

b. clients enrolled in the Sexual Abuse Recovery group or Eating Disorders group may be encouraged to have access to an individual therapist at this or other agencies.

A request for dual services should be brought to Case Review. Clients may simultaneously attend both a support/educational group and individual therapy without a case review.

04. TRAINING PROGRAM

01. General Guidelines
   01. Training Philosophy
   02. Training Committee
   03. Supervision
   04. Observation and Audio/videotaping
   05. Due Process Grievance Procedures
   06. Staff Development
   07. Trainees employed as Therapists Elsewhere

02. Internship Program
   01. General Information
   02. Orientation
   03. Weekly Activities
   04. Intern Training Activities
   05. Intern Evaluation Process
      01. Intern Evaluation Procedure and Domains
06. Internship Program Evaluation Process

07. Intern Selection Process

03. Practicum Program

01. General Information

02. Weekly Activities

03. Training Activities

04. Practicum Student Evaluation Process

05. Practicum Program Evaluation Process

06. Practicum Student Selection Process

07. Practicum Student Exit Procedure
General guidelines

All policies and rules related to the Counseling Center training program are established by the Director of Training in conjunction with the Training Committee and the Director of the Counseling Center. The following General Guidelines pertain to both internship and practicum training at the TWU Counseling Center.
Internship and practicum training at the TWU Counseling Center are founded on the belief that trainees possess an inherent desire to develop themselves fully. As they are challenged by the developmental hurdles specific to their level of training and professional experience, they require knowledge, abilities, support, assistance, and an accepting environment within which to develop their professional and personal competence. A primary focus of the training program is to help each trainee experience the fullness of her or his potential as a helping professional.

The training program is based on the conviction that professional and personal development are mutually inclusive processes. In order to foster this development, an eclecticism of methods is used within a framework which holds that the supervisor-supervisee relationship is central to effective training.

There is a recognition that an internship is a critical period of transition and integration. Thus the philosophy of the training program is developmental and focuses on learning and skill building through experience, prepared by way of understanding. The training staff is committed to providing an opportunity for interns to learn and work in an applied setting as a practitioner with a scientific foundation. This translates into a model of a didactic and experiential process which facilitates development through extensive supervision and feedback which approaches mentorship. The primary objective of the internship program is the development of counseling and clinical psychologists with a repertoire of skills which can facilitate professional employment in a variety of settings.
A team approach is used in order to provide a more comprehensive and better coordinated training experience. Within this framework, supervisors and other training staff share relevant information and consult with each other regarding the supervision and training that is provided to interns and practicum students in the center. This information sharing typically occurs within Supervision of Supervision meetings and Training Committee meetings. This practice is conducted with sensitivity to the context and manner in which information is shared as well as the boundaries and roles of those involved. Exceptions are made to this approach when role conflicts or clinical issues warrant a more compartmentalized information sharing process.
Internship and practicum training are guided by the Training Committee which is chaired by the Director of Training. The Committee meets regularly to review information concerning the supervisory process, discuss ways to assist trainees in reaching their training objectives, and evaluate the overall content and direction of training activities. Committee members include intern supervisors, the Practicum Coordinator, and one intern elected each term by interns' consensus. Practicum students are represented by the Practicum Coordinator. Any trainee (intern or practicum) may attend a Training Committee meeting for a specific purpose by contacting the Director of Training in advance so that adjustments can be made to the meeting agenda. Agenda items from Senior staff and/or committee members are turned into the Director of Training prior to Training Committee Meetings. At least four Training Committee meetings per year are held without the intern representative. At these meetings the training staff is free to discuss the progress of specific trainees. Associate Training Staff supervisors, the Minority Issues Counselor, and the Counseling Center office manager are invited to attend these evaluation meetings to provide input based on their contact with trainees.
Supervision

The Counseling Center endorses and supports a broad range of therapeutic methods within a framework which maintains that the therapist-client relationship is central to effective intervention. Similarly, the supervisor-supervisee relationship is seen as central to effective supervision. If the trainee and the supervisor are to grow professionally and personally, this relationship must be one of mutual trust, respect, and commitment to sustaining the relationship.

Supervisors' responsibilities include the following:

a. assisting the supervisee in her or his professional development;

b. representing the Counseling Center to the supervisee in the communication and clarification of policies, procedures, and norms;

c. monitoring the quality of services provided by the supervisee and working with the supervisee to improve that quality;

d. consulting with the supervisee's faculty and other Counseling Center training staff to coordinate the supervisee's training;

e. audio/videotaping supervision meetings (and reviewing these tapes with other Counseling Center training staff) to enhance supervision skills and ensure quality of supervision;

f. discussing ethical questions and concerns as they arise; and

g. providing (as well as being open to) ongoing, objective, and constructive feedback.

Supervisees are expected to:

a. provide their supervisors with taped examples of their work with clients,

b. discuss major clinical decisions (e.g., termination, atypical interventions, communication with third parties) prior to implementing them,

c. keep their supervisors informed regarding their training needs and professional activities within the Counseling Center,

d. discuss ethical questions and concerns as they arise, and
e. discuss supervisory concerns in an open manner.

The Training Committee assigns supervisors based on both trainee preference and the committee’s view of the complementarity of trainee and supervisor strengths and weaknesses. Typically, a change is made at mid-year in supervisory assignments. This change allows for exposure to a variety of role models.

Documentation of supervision. Each supervisee has a “Supervision Record Folder” which is kept in the bottom drawer of the grey 5-drawer filing cabinet in the front office. (Interns keep separate folders for Case and Internship supervisors). The supervisee brings this folder to each individual supervision meeting. It contains the supervisee’s “Client Supervision Record” forms for each client on the supervisee’s caseload. On this form the supervisee completes the supervisee (left) sections before the supervision meeting. Sufficient information should be provided to give the supervisor a quick update on the client’s progress and any concerns the supervisee has about his or her work with that client. If the supervisee has issues to discuss in supervision which are not related to specific clients (e.g., professional development issues, questions about policies and procedures), these should be listed prior to the supervision meeting on the form entitled “General Supervision Issues”, which is also kept in the supervisee’s “Supervision Record Folder”.

During or after the supervision meeting, the supervisor completes the supervisor (right) sections of the “Client Supervision Record” and then returns the supervisee’s folder to the filing cabinet. The “Client Supervision Record” for a client is kept in the supervisee’s folder until termination, at which point it is stapled along with other client paperwork for that period of service and remains in the client’s file.

During or immediately after the supervision meeting, the supervisor completes the “Supervisor’s Record Form” as a way of documenting training recommendations and supervisee progress. The completed forms are to be kept by the supervisor to assist her or him in the monitoring, evaluation, and feedback process. The “Supervisor’s Record Forms” are given to the Director of Training (for intern supervisees) or the Practicum Coordinator (for practicum supervisees), along with the written evaluation of the supervisee, to be placed in the supervisee’s training file. The supervisor forms are kept for one year after the supervisee leaves the agency and are then destroyed.

As with any supervisory arrangement, it is possible that a crisis situation may arise with one of a trainee’s cases when the supervisor for that case is temporarily not available. In such a situation, an intern’s first back-up is the second supervisor. Practicum students should consult with any available senior staff or intern if their supervisor is not available. Situations that involve a possible suicide, hospitalization, or legal/ethical decision should involve the Director or the Assistant Director/Director of Training (when the Director is unavailable). As soon as possible, trainees should document the
crisis contact on a “Client Supervision Record” form and the back-up supervisor should document the recommendations that he or she made to the trainee.

**Other supervision guidelines.** Both intern and practicum supervisors are expected to review supervisees’ case notes early in the supervision relationship and provide feedback to supervisees about their documentation skills. Periodic review of case notes is also expected of practicum supervisors; intern supervisors are free to review case notes periodically at their discretion. Practicum and intern supervisors are also expected to help supervisees monitor the diversity of their case loads (with respect to ethnicity, social class, sexual orientation, etc.) and recommend ways to maintain a diverse case load as much as is feasible to do so.

Supervisors are expected to evaluate supervisees in a timely, thorough, objective, and respectful manner. Any supervisor who has concerns about a supervisee’s functioning, or about his or her ability to objectively evaluate a supervisee’s functioning, should bring these concerns to the Director of Training or the Training Committee as soon as possible after these concerns emerge.

Dual relationships between supervisors and supervisees which are of a romantic/sexual nature, or otherwise impair the supervisor’s ability to provide objective guidance and evaluation, are to be avoided. Such relationships disrupt or exploit the power differential between the two parties. Negative effects are also likely to be experienced by the organization as a whole. Supervisors who find themselves in such a relationship, or considering the possibility of one, should seek consultation from a colleague, their own supervisor, the Director of Training, or the Director. If a supervisor is found to be engaging in such a dual relationship with a supervisee, he or she will be subject to possible disciplinary and/or remedial action by the Director or the Director of Training.
Observation and Audio/videotaping

Since first-hand knowledge of a trainee’s counseling work is the strongest basis for quality supervision, all trainees are encouraged to have counseling sessions observed or audio/videotaped as often as possible. Practicum students are required, during the first semester of the practicum placement, to arrange for all sessions to be either audiotaped, videotaped, or observed by their supervisor. During the second semester, the supervisor may feel sufficiently comfortable with the quality of the student’s work to negotiate taping/observation on an individual basis. If the supervisor and practicum student agree to lift the taping requirement during the second semester, the Director (or Clinical Case Manager) should be notified in writing so that cases may be appropriately assigned. Intern supervisors may require taping/observation at their discretion or on the recommendation of the Training Committee.

Currently Counseling 1 and 2 (downstairs) and Counseling 3 and 4 (upstairs) are equipped with one-way mirrors for observation. Audio recorders and external microphones are available in each counseling office. A stationary videorecorder and monitor are available in the downstairs control room (CON A) for videotaping in Counseling 1. Portable video camcorders and tripods are also available on a reservation basis in CON B. Video playback systems are currently in the conference room and the control rooms (CON A and B).

No one is to use the video equipment without first receiving training and/or reading the appropriate manual.

Audio and videotapes are available for sign-out from the Practicum Coordinator (for practicum students) or the Director of Training (for interns). Tapes containing client material must be stored in the drawer directly above the active client files in the front office for interns and senior staff, and in the designated drawer in the mail closet for practicum students. Practicum students may also store tapes containing client material in the file cabinet drawer (marked video tapes) in Con B overnight. They must never be stored in unlocked desk drawers. Permission to play a tape outside of the Counseling Center must be obtained from the client(s) in writing for the specific purpose intended (special release forms are in the forms drawer). Tapes may only be removed from the Counseling Center for the purposes of Due process AND GRIEVANCE procedures.

When conflicts or dissatisfactions arise for trainees, we expect that these concerns will be addressed in a straightforward manner with the other staff person(s) involved. We recognize that this process can feel risky if the other staff person holds a more powerful agency title or position, or if the staff person has an affiliation with the trainee’s academic department. If the risk
feels too great for direct interaction, we expect that trainees will seek assistance from a trusted, ethical professional to assist them in finding a way to directly address their concerns. If a trainee feels dissatisfied and either 1) says nothing or 2) discusses the matter with others in a non-constructive manner, the problem situation will most likely worsen over time, even though these choices may seem safest and smartest in the moment.

In directly addressing a complaint or concern with a person or persons in the Counseling Center, the following "levels" of staff should be approached sequentially. If satisfaction is not obtained at one level, or if the complaint involves the person at that level, the trainee should proceed to the next higher level. Trainees should seek consultation from their supervisor, from the Director of Training, or from any other trusted professional if they are unsure about how to approach the person with whom they have a conflict.

In general, internal and informal resolution should first be attempted through discussions with the:

1. person(s) in question
2. individual supervisor (or Groups supervisor, if the issue relates to group leadership activities)
3. Practicum Coordinator (for practicum students)
4. Training Director
5. Director of the Counseling Center.

If satisfaction is not obtained through informal and internal means, interns should follow the grievance procedures provided by the Personnel Department, as outlined in the Staff Handbook, and practicum students should follow the procedures outlined in the TWU Student Handbook. If, after following the above procedures, the grievance has not been resolved, the trainee should then contact the appropriate office of the American Psychological Association for consultation. The general phone number for APA is (202) 336-5500; the Ethics Office is (202) 336-5930.

supervision or case presentation.

Tapes which are the property of the Counseling Center must be returned when the trainee leaves the agency. If a tape is to be kept by a trainee, the signed release for that tape must be kept in the client’s file, and the tape is to be replaced with a tape of comparable quality.
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The TWU Counseling Center maintains an ongoing commitment to the professional growth of all staff, both trainees and senior staff. This is accomplished internally through case conferences, readings, seminars, supervision, and informal discussions. Attendance at external training workshops is also encouraged, and professional leave is customarily provided for such activities, after consultation with the Director of Training and at the discretion of the Director. Anyone wishing to receive professional leave time should consult with the Director of Training and request it from the Director at least two weeks prior to the designated date(s). Staff development presentations are also offered both on campus and within the Center on an occasional basis. Additional resources for professional development are the books, journals, and training tapes available in the staff library (for Counseling Center use only).
Trainees of the TWU Counseling Center who are also employed as therapists at another agency or in their own practice are expected to maintain a separation between the clients they serve, the supervision they receive, and the roles in which they engage at the two sites. The primary purpose of this separation is to minimize role confusion for clients, staff, supervisors, and trainees.

A community therapist who becomes a trainee at the Counseling Center may not refer clients from their other practice to their caseload as a Counseling Center trainee. Referrals from their Counseling Center caseload to their external practice are generally discouraged. With supervisory approval, such referrals may be permitted under the following conditions:

1. The client is first provided a completed course of service by the trainee (including a clear termination) within Counseling Center session limits.

2. It is determined, through supervision and/or Case Review, that the client would clearly benefit from or needs further therapy work.

3. The trainee’s name as a possible therapy referral option is provided along with the names of several other appropriate referral options.

4. The therapist handles any negotiations or discussions about the potential upcoming therapy contract ONLY through the outside setting (except for information about how to access services in the new setting).

5. The client accesses services in the new setting in the standard manner for that setting, so that the client is fully informed about any differences in norms, roles, policies, etc. between the two settings.

6. The client is fully informed (preferably in writing) about the differences in the therapist’s title, therapy methods, status (e.g., trainees, employee), and licensure.
INTERNSHIP PROGRAM

General Information

Philosophy and Goals

The training program is based on the conviction that professional and personal development are mutually inclusive processes. There is a recognition that an internship is a critical period of transition and integration. Thus the philosophy of the training program is developmental and focuses on learning and skill building through experience, prepared by way of understanding. The training staff is committed to providing an opportunity for interns to learn and work in an applied setting as a practitioner with a scientific foundation. This translates into a model of a didactic and experiential process which facilitates development through extensive supervision and feedback which approaches mentorship. The primary objective of the internship program is the development of counseling and clinical psychologists with a repertoire of skills which can facilitate professional employment in a variety of settings. The goals of the program are to:

1) increase the intern’s knowledge base in counseling psychology,

2) enhance the intern’s ability to conceptualize from varying perspectives,

3) enhance the intern’s ability to consolidate the core features of his or her view of the process of change,

4) provide training which is oriented towards the growth of clients as well as the remediation of pathology,

5) provide training which leads to effective and ethically sound interventions,

6) enhance the intern’s appreciation and understanding of human diversity and the translation of this into culturally relevant interventions,

7) enhance the intern’s commitment to life-long process of personal and professional development.

In addition to these general goals, specific individual goals are negotiated with the Training Director during the August orientation period.

Role in organization. Interns are considered professional colleagues and, as such, they participate fully in the clinical and administrative responsibilities of the Counseling Center. Since interns comprise almost half the full-time clinical staff on the Denton campus, their contributions and behavior are integral to the functioning of the agency. Interns are expected to attend staff meetings regularly and share their views regarding Counseling Center operations such as services, programs, policies, procedures, and future goals.
Voting for major decisions such as hiring and long term training and agency policies is reserved for the senior staff who remain after interns leave. As staff members in the Division of Student Life, interns are also expected to participate in campus-wide activities along with professionals from other Student Life departments (e.g., New Student Orientation, Commuter Outreach, University committees, Student Life staff retreats).
The month of August is set aside for orientation to the University and the Counseling Center and for assisting interns in becoming acclimated to the area. The orientation introduces interns to the organization of the university, the characteristics of TWU’s student population, the policies and procedures of the Counseling Center, the theoretical approaches of potential supervisors, and the resources of the University and Denton community. Visits to relevant campus and community agencies are included to increase interns' familiarity with their new environment. Informal events are also scheduled to assist interns in becoming acquainted with each other, supervisors, and other members of the Counseling Center and Student Life staff.
An approximation of an intern's weekly training activities is shown below. Training activities vary among interns according to their specific needs.

### Service Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergencies/Crisis intervention</td>
<td>1</td>
</tr>
<tr>
<td>Group counseling/Practicum Seminar co-leadership</td>
<td>4</td>
</tr>
<tr>
<td>Individual, relationship counseling a,b</td>
<td>12</td>
</tr>
<tr>
<td>Intake assessments</td>
<td>2</td>
</tr>
<tr>
<td>Outreach presentations/Program consultation</td>
<td>1</td>
</tr>
<tr>
<td>Practicum student supervision</td>
<td>1-2</td>
</tr>
<tr>
<td><strong>Total service activities</strong></td>
<td><strong>21-22</strong></td>
</tr>
</tbody>
</table>

### Training Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case supervision</td>
<td>1</td>
</tr>
<tr>
<td>Internship supervision</td>
<td>1</td>
</tr>
<tr>
<td>Professional Issues seminar</td>
<td>2</td>
</tr>
<tr>
<td>Professional Development Activity</td>
<td>1.5</td>
</tr>
<tr>
<td>Special interest area a</td>
<td>(1)</td>
</tr>
<tr>
<td>Supervision of group leadership</td>
<td>1</td>
</tr>
<tr>
<td>Supervision of supervision b</td>
<td>1.5b</td>
</tr>
<tr>
<td>Case Review</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total training activities</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

### Other Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation c</td>
<td>2</td>
</tr>
<tr>
<td>Intern support meeting</td>
<td>1</td>
</tr>
<tr>
<td>Record keeping, committee work, projects, professional development</td>
<td>4</td>
</tr>
<tr>
<td>Staff meeting</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total other activities</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>Total hours/week</strong></td>
<td><strong>40.0</strong></td>
</tr>
</tbody>
</table>

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a Client hours may be reduced to 11 hours per week if an intern makes a written proposal to focus on a Special Interest Area for that semester and shares her or his learning with Counseling Center staff by the completion of the semester.

b Supervision of Supervision will run for 60-90 minutes weekly in Fall and Spring and to a consultation basis with the Director of Training in the summer.

c Interns are allotted 2 hours per week for dissertation work during the Fall and Spring semesters (while classes are in session) and 5 hours per week during the remaining 20 weeks of the internship year (semester breaks and Summer sessions). (This represents an average
of over 3 hours per week for fifty weeks.) Average individual client hours per week are correspondingly adjusted from 12 to 9 during these 20 weeks.
Individual Supervision. Interns receive two hours of individual supervision each week, with an additional hour (or more) available as needed. One hour of supervision is provided for approximately 75% of the intern's case load by the Case Supervisor, who is a licensed psychologist. The Case Supervisor also supervises the intern's intake work (early in Term I) and crisis intervention work (throughout the year). The Case Supervisor should initiate discussion about intake decision making and client assignment during the first few weeks of the Fall semester. Each crisis client is to be listed on a separate "Client Supervision Record" that the intern keeps in his or her supervision record folder for the Case Supervisor.

Interns are also assigned an Internship Supervisor who is a doctoral psychologist. The Internship Supervisor supervises approximately 25% of the intern's cases and assists the intern toward her or his general professional development and adjustment to the agency and internship.

Assignment of supervisors is based on the intern's preference, goals, and the compatibility of orientations and styles between intern and supervisor. Supervisory assignments typically change at mid-year to maximize contact with a variety of role models. Interns have access to all senior staff and Associate Training Staff and are encouraged to use them regularly as additional resources.

Orientation. The month of August is set aside for orientation to the University and the Counseling Center and for assisting interns in becoming acclimated to the area. The orientation introduces interns to the organization of the University, the characteristics of TWU's student population, the policies and procedures of the Counseling Center, the resources of the University and of the community, and theoretical approaches of potential supervisors. Visits to relevant campus agencies are included to increase interns' familiarity with their new environment. Informal events are also scheduled which assist interns in becoming acquainted with each other and with members of the Counseling Center staff.

Professional Development. Time is available for professional reading; attendance at outside workshops; participation in professional organizations, conferences, and conventions; and contact with professionals in other University departments and in the community. A special opportunity for professional networking is provided through a Spring meeting of all counseling center interns and training directors in the state of Texas. In addition to informal social programs, the two day conference covers professional development topics such as job search strategies, professional licensing and credential development, and professional transitions.

Professional Issues Seminar. This weekly two-hour seminar covers topics related to human diversity (gender, ethnicity, social class, sexual orientation, physical capability, religion, etc.) and other professional issues, as negotiated between interns and training staff. As an adjunct to this seminar, each intern (as well as senior staff) commits to a personal learning experience
designed to increase her or his awareness of human diversity. These experiences are periodically reviewed in the seminar to enhance the learning process.

Psychiatric Observation. Opportunities are occasionally available to observe and discuss clinical interviews conducted by the consulting psychiatrist or with a psychiatrist in the Dallas area. Individual consultations with the consulting psychiatrist are available to all staff as needed during any of her weekly visits to the Counseling Center.

Professional Development Activities

Five different options are currently available to interns, on a semester rotating basis, to work with training staff in an auxiliary capacity. These options are:

1. Practicum Seminar Co-leader (with the Practicum Coordinator - see description above),

2. Training Committee representative (with the Training Committee and Director of Training),

3. Special Populations Assistant Coordinator (with Sr. Staff Cultural Diversity Liaison)

4. Prepracticum Assistant Instructor (with the instructors who teach the prepracticum course for the Psychology Department), and

5. Clinical Services Assistant Coordinator (with the Coordinator of Clinical Services and Outreach/Consultation).

Interns decide by consensus each semester as to who will fill each role. Time is available each week for a meeting with the senior staff member or committee associated with the professional activity (1 to 1.5 hrs.).

Special Interest Areas. Time may be requested by interns to concentrate on areas of special interest. Special interest areas could include any of the current services or activities of the Counseling Center, or other areas within counseling psychology on which an intern chooses to concentrate. If an intern contracts to work on a special interest area for a semester, client load expectations are reduced by one hour per week.

Supervision of Group Leadership. Interns receive supervision in a group format with other staff and trainees who are co-leading counseling groups. This seminar meets for one hour weekly. The format consists of discussion of research articles on group processes and viewing videotapes of group sessions. This allows for the integration of application and current treatment research/literature.
Supervision of Supervision.  Supervision of supervision is provided for 1 to 1½ hours approximately every week. The seminar begins in August and ends in mid-May (during the summer months move to a consultation basis with the Director of Training). This seminar covers such issues as models and styles of supervision, parallel process, therapist and supervisor development, and the teaching of basic skills. All practicum supervisors are expected to videotape their supervision sessions for demonstration and review. All interns will be provided with reading materials and other references on supervision which provide a common language with which to discuss the process observed in the videotapes. Interns provide a final supervision presentation.

Case Review Meetings. A one-hour Case Review meeting is held weekly and includes interns, senior staff, and occasionally practicum students. Topics range from peer review for the effective management of particular cases, agency management of overall clinical resources, and therapist demonstrations of their approaches to the change process. Cases are assessed from a developmental perspective and as a training aid also conceptualized according to DSM-IV.
Intern Evaluation Process

Criteria for evaluation (as defined by the Training Committee) are described in the forms entitled "Evaluation of Intern by Internship Supervisor/Case Supervisor" and the evaluation forms for the following skills areas: Practicum Supervision, Group Therapy, Administrative/Organizational, Professionalism, and Outreach and Educational Programs. The forms for these evaluations are in the Forms Drawer.

Interns are also evaluated on the basis of the individual goals they negotiate with the Director of Training (see "Goal Setting", below). Throughout the internship year, an open, two-way exchange of evaluative feedback is encouraged between the intern and his or her supervisors. Training staff devote at least four Training Committee meetings per year to the discussion of intern progress toward reaching training goals.

Goal setting and informal evaluations. During the August orientation period, interns begin formulating their individual goals for the year. These goals are clarified with and approved by the Director of Training. Specific goals for each supervision term are negotiated between the intern and his or her supervisors at the beginning of the term (early September for Term I and mid-January for Term II). About midway through the term, goals are reevaluated with supervisors and feedback is communicated orally between the supervisor and the intern, based on stated goals and evaluation criteria. Input is obtained whenever necessary from other Counseling Center staff.

Written evaluations. At the end of each term (early January for Term I and mid-July for Term II), a formal written evaluation is completed and signed by each supervisor, discussed with and signed by the intern, and submitted to the Director of Training. A copy of each evaluation form is made for the intern and the supervisor who completed it. The original evaluation forms are placed in the intern’s training file.

Remediation of deficiencies. Serious deficiencies in an intern’s skill development and/or professional progress are communicated to the intern orally and in writing as soon as the deficiencies come to the attention of Training Staff. Before determining that a serious deficiency exists in an intern’s skill development and/or professional progress, it is expected that supervisors will seek consultation with the Director of Training and/or the Training Committee to assist in objectively evaluating the area(s) of concern. If the concerns are judged to warrant remediation, a plan is then established jointly by the Director of Training, intern, and supervisor(s) for remediation of the deficiencies. Written documentation of required corrective actions and their outcomes would be produced by the domain supervisor in consultation with the Director of Training. The Training Committee will be informed of these issues and their progress. The plan for remediation of those deficiencies is also communicated to the intern’s academic program director.
Communication with academic departments. Communication is begun with the intern's home department through a notification letter to the academic program director at the time that the internship offer has been accepted. Program directors are contacted at the beginning of June in order to solicit their input regarding appropriate training goals for the incoming intern. Following Term I a letter describing the intern's progress in the program is drafted by the Director of Training and sent to the intern's academic department. Accompanying the letter is a copy of the internship goals that were negotiated by the intern and the Director of Training. The letter also invites the academic program to communicate with the Counseling Center regarding the intern's goals, progress or other relevant issues. At the end of the internship year a letter of summarization is sent to the academic program's training director and any other faculty (e.g., dissertation chair) requested by the intern. Requests from academic departments regarding the intern's progress are answered promptly by the Director of Training, with input from the intern's current supervisors. A copy of all letters to academic program directors is provided to the intern, and another copy is placed in his/her training file.

Criteria for Satisfactory Progress in and Completion of Internship. The following section (04.02.05.01) summarizes

1. the evaluation scale for interns
2. the required and optional evaluation domains and their designated evaluators, and
3. the qualitative and quantitative criteria for achieving satisfactory progress (at the January evaluation point) and successful completion of the internship (in July).

Evaluation Dates. Please refer to the Counseling Center annual calendar (09.01.00.00).
TWU COUNSELING CENTER INTERNSHIP PROGRAM
Intern Evaluation Procedure and Domains

FOR RATINGS OF BASIC AND ADVANCED GROUPS OF TASKS IN EACH DOMAIND OR SUB-DOMAIN:

The following 4-point rating scale is used to provide ratings for the intern's ability to independently perform BASIC and ADVANCED TASKS in the Evaluation Domains (and their sub-domains):

1. The intern's performance requires detailed and frequent monitoring on these tasks.
2. The intern's performance requires ongoing supervision on these tasks.
3. The intern's performance requires periodic supervision on these tasks.
4. The intern's performance requires minimal supervision on these tasks; seeks consultation when appropriate.

*********************************************************************************

FOR OVERALL LEVELS OF PROGRESS IN EACH DOMAIN:

Combinations of the above ratings of independent performance in BASIC and ADVANCED TASKS are used to determine intern LEVEL OF PROGRESS in each major Evaluation Domain, averaging independence ratings across sub-domains if necessary.

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<thead>
<tr>
<th>Basic Tasks</th>
<th>Advanced Tasks</th>
<th>LEVEL OF PROGRESS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 and 4</td>
<td>4</td>
<td>LEVEL VII</td>
<td>Intern requires <strong>minimal</strong> supervision for the performance of both basic and advanced tasks in this domain.</td>
</tr>
<tr>
<td>4 and 3</td>
<td>3</td>
<td>LEVEL VI</td>
<td>Intern requires <strong>minimal</strong> supervision for the performance of basic tasks in this domain and periodic</td>
</tr>
</tbody>
</table>
supervision on advanced tasks.

Intern requires **minimal** supervision for the performance of basic tasks in this domain and **ongoing** supervision on advanced tasks.

3 and 2 = LEVEL IV

Intern requires **periodic** supervision for the performance of basic tasks in this domain and **detailed and frequent** monitoring on advanced tasks.

2 and 1 = LEVEL II

Intern requires **ongoing** supervision for the performance of basic tasks in this domain and **detailed and frequent** monitoring on advanced tasks.

1 and 1 = LEVEL I

Intern requires **detailed and frequent** monitoring on the performance of both basic and advanced tasks in this domain.
<table>
<thead>
<tr>
<th>Qualitative Evaluation Domains (Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOMAIN</strong></td>
</tr>
<tr>
<td><strong>IV</strong></td>
</tr>
<tr>
<td>Administrative/Organizational Skills</td>
</tr>
<tr>
<td>Time Management and Planning Skills</td>
</tr>
<tr>
<td>Record Keeping Skills</td>
</tr>
<tr>
<td>Front Office Procedures</td>
</tr>
<tr>
<td>Compliance with TWU &amp; CC Policies and Procedures</td>
</tr>
<tr>
<td>Knowledge/Use of Administrative Structure</td>
</tr>
<tr>
<td>Crisis Intervention Skills</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Individual Therapy</td>
</tr>
<tr>
<td>Theory/Conceptualization</td>
</tr>
<tr>
<td>Therapeutic Perspective</td>
</tr>
<tr>
<td>Relationship Awareness</td>
</tr>
<tr>
<td>Intervention Skills</td>
</tr>
<tr>
<td>Management of Therapy Contract</td>
</tr>
<tr>
<td>Case Management</td>
</tr>
<tr>
<td>Intake Assessment Skills (Required for Term I only)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Group Therapy</td>
</tr>
<tr>
<td>(same sub-domains as Individual Therapy)</td>
</tr>
<tr>
<td>Outreach and Educational Programs Coordinator</td>
</tr>
<tr>
<td>Planning and Preparation Implementation</td>
</tr>
<tr>
<td>Practicum Supervision Skills</td>
</tr>
<tr>
<td>Supervision Management</td>
</tr>
<tr>
<td>Supervisory Relationship</td>
</tr>
<tr>
<td>Supervision Intervention Skills</td>
</tr>
<tr>
<td>Professional Behavior as Supervisor</td>
</tr>
<tr>
<td>Professionalism</td>
</tr>
<tr>
<td>Ethics</td>
</tr>
</tbody>
</table>
The intern must meet the minimum level in all nine required domains in order to make satisfactory progress (January) and to successfully complete the internship (July).
**Quantitative Evaluation Criteria**

For certification of internship completion, the intern must have:

1. Completed a minimum of 12 months as a full-time intern (less vacation, sick, and professional leave).

2. Carried an individual/couple/family counseling caseload of 12 hours per week for Fall and Spring semesters and 9 hours per week for breaks and Summer. (Semester caseloads are reduced by 1 hour per week for a Special Interest Area and 2 hours per week for each additional group or supervisee.)

3. Contracted to conduct a minimum of 2 counseling or educational groups each Fall and Spring semester (can include 1 semester as Practicum Seminar co-leader).

4. Contracted to provide a minimum of 2 hours per week of intakes each semester.

5. Conducted or participated in 8-24 outreach activities (e.g., workshop presentations, class lectures, liaison work with student organizations, committee meetings).

6. Attended approximately one half of the public relations activities in the Fall semester and approximately one third of the public relations activities in the Spring and Summer semesters.

7. Supervised at least 2 graduate practicum students.

8. Served in at least 2 of the following Professional Development Activities: Practicum Seminar Co-leader, Training Committee Representative, Special Populations Assistant Coordinator; Pre-Practicum Asst. Instructor, and Clinical Services Assistant Coordinator.

9. Received a minimum of 2 hours of individual supervision per week.

**On rare occasions, the above requirements and minimum levels may be adjusted for a particular intern in conjunction with the intern’s individual supervisors and the Training Committee. Any such adjustments would not be binding until and unless confirmed in writing.**

<table>
<thead>
<tr>
<th>OPTIONAL DOMAINS</th>
<th>EVALUATOR</th>
<th>MINIMUM LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Counseling Skills</td>
<td>Case &amp; Internship Supervisors</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Sub-domain</td>
<td>Role</td>
<td>NA</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Consultation Skills Outreach/Consultation</td>
<td>Consultation Skills Outreach/Consultation Coordinator</td>
<td>NA</td>
</tr>
<tr>
<td>Planning and Preparation Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Center Management</td>
<td>Counseling Center Management Director</td>
<td>NA</td>
</tr>
<tr>
<td>Couple/Family Therapy</td>
<td>Case &amp; Internship Supervisors NA</td>
<td></td>
</tr>
<tr>
<td>(same sub-domains as Individual Therapy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal Assessment</td>
<td>Formal Assessment As assigned/negotiated</td>
<td>NA</td>
</tr>
<tr>
<td>Practicum Seminar Co-leadership</td>
<td>Practicum Seminar Co-leadership</td>
<td>NA</td>
</tr>
<tr>
<td>Research</td>
<td>Research Internship Supervisor NA</td>
<td></td>
</tr>
</tbody>
</table>
The training staff depends on interns to provide informative feedback about their training experiences and to help the staff conduct this on-going evaluation. Interns meet regularly as a group with the Director of Training (and individually following midterm evaluations, or more frequently as warranted) to discuss their training experience as it evolves. The Training Director responds to issues, coordinates resources to meet intern needs, and works with interns and staff to resolve any difficulties that arise. Interns are also strongly encouraged to discuss their training experience regularly with their Internship Supervisor. It is the responsibility of the Internship Supervisor to assist the intern in reflecting on her or his training experience and insuring that her or his training needs are met.

Throughout the training year, several formal evaluation periods are built into the program. At the end of August, the Training Director solicits feedback from the new interns on the completeness of the orientation seminars and activities. This feedback is used to guide the planning of the Professional Issues Seminar and to make necessary changes in the orientation program for the next year’s interns.

Interns are also asked to provide formal scheduled feedback to both Case Supervisors and Internship Supervisors during the training year. At midterm interns provide oral feedback to both supervisors at the same time that they receive oral feedback. Interns may use the "Evaluation of Internship Supervisor by Intern" and "Evaluation of Case Supervisor by Intern" forms as guides for this discussion. At the end of each term, interns provide written feedback to each supervisor using the appropriate form. After this feedback is discussed with each supervisor and signed by both parties, the forms are given to the Training Director, and copies are made for the supervisor, the intern, and the supervisor's personnel file.

Up to four of the Professional Issues Seminar sessions after the end of the Spring semester are devoted to a self-study of the entire internship training program. In these meetings the Training Director solicits oral feedback from the interns about specific components of the internship program. After the meetings are over, interns provide formal written evaluations of the training program to the Training Director, using the "Internship Program Evaluation" form. This form is also sent to the previous year’s interns who are asked to complete it and return by mid-July. All written evaluations are submitted to the Training Director by mid-July so that necessary changes in the program can be discussed by the Training Committee and incorporated by the beginning of the next training year.
The intern selection process follows the guidelines of the Association of Psychology Postdoctoral and Internship Centers and has three phases:

1. **Review of written materials** (vita/resume, transcripts, application, academic training director endorsement, and letters of reference) and **selection of finalists for interviews**. The material review phase typically occurs in the week after Fall semester classes and is conducted by the Training Committee and any other staff who elect to participate. The "Materials Rating Form" is used in order to standardize the material review process as much as possible. All staff who have reviewed materials determine by consensus the applicants that will be invited for interviews.

2. **Interviews of finalists**. These interviews last approximately 45 minutes each and are conducted either through conference telephone calls or in person, depending on the preference of the applicant. The interviews typically occur in the first few weeks of January. All staff are asked to participate in these interviews. Each intern is responsible for "shepherding" one third of the finalists through the interview process, from contacting them to set up the interview, through calling them after the interview for follow-up.

3. **Rank ordering of finalists**. All senior staff and interns are involved in making the decision regarding which applicants will receive offers and in what order.

The Counseling Center Annual Calendar (09.01.00.00) lists the relevant dates for the selection process.

**Note:** Due to the significant likelihood of multiple role conflicts previous Counseling Center clients are not eligible for selection as interns.
Texas woman’s university counseling center

PRACTICUM PROGRAM: General Information

Mission Statement, Training Philosophy, and Clinical Services of the Center

TWU’s Counseling Center provides services which support and further the purpose of Texas Woman’s University. These services assist students in achieving their educational goals. In addition, they help students to develop the capacity for satisfying relationships, to learn the process of problem solving and decision making, and to make full use of their potential for continued growth beyond their educational experience.

As a practicum site, the Counseling Center trains students to conceptualize from a number of different theoretical orientations and to use a variety of therapeutic techniques within a brief-therapy model of treatment. Counseling Center services, both to clients and to trainees, are grounded in the belief that individuals possess an inherent desire to develop themselves fully, and to make choices and commitments which lead to rewarding lives for themselves and for members of the communities in which they live.

Services that are currently provided to Counseling Center clients include: intake assessments; individual, couple, group, and family counseling/psychotherapy; and crisis intervention, including on-call coverage for evenings and weekends. Other Counseling Center functions include: supervision of trainees; consultation; program development; outreach programming; and psychiatric consultation. Trainees at the Center include master’s and doctoral students at the practicum and internship level.

The majority of students who come to the Counseling Center for therapy services receive individual and/or group therapy. The practicum student’s training experience is focused predominantly on individual therapy. Contact with families and couples is limited.

The Counseling Center has an APA-accredited predoctoral internship in professional psychology. The internship meets the criteria for an organized health service training program, as defined by the National Register of Health Service Providers in Psychology. The Center is a member of the Association of Psychology Postdoctoral and Internship Centers.
**Practicum Training Program**

The practicum is an intense training program which combines hands-on experience, individual and group supervision, and the development of the student’s knowledge base in a number of areas directly related to the competent and effective practice of counseling and psychotherapy. Students accepted for practicum placement must demonstrate a basic counseling skill level as well as an openness toward learning and supervision. Acceptance for practicum placement requires an application and an interview. For TWU students, departmental “assignment” reflects the Psychology Department’s preference but is not a guarantee of a practicum slot. Qualified individuals from other area graduate psychology programs are also welcome to apply. Masters-level applicants are welcome, although preference is given to students in a doctoral program.

The capabilities of the student provide the basis for individualizing the training experience. Clients are screened and matched with practicum students to insure, as much as possible, that the needs of the client will be served, and that the training needs of the practicum student will also be served. The level of client difficulty assigned to a practicum student increases as the student’s readiness indicates.

The TWU Counseling Center staff is committed to honoring the unique differences of the students with whom we work. We, therefore, provide ongoing training to practicum students on factors of individual and cultural differences. As part of our weekly seminars and in individual supervision, we discuss how factors such as gender, ethnicity, social class, sexual orientation, physical capability, religion, etc. affect both the development of client concerns and the counseling process.
PRACTICUM PROGRAM

Weekly schedule and description of activities

The practicum is a **15 hour/week** placement (Fall and Spring semesters). It includes an overall caseload of nine direct client contact hours each week. Audio/video tape recording is required for first semester students. Taping requirements can be lifted for second semester students as negotiated with their individual supervisors. Practicum students receive supervision from Counseling Center senior staff and/or psychology interns. Weekly supervision consists of a minimum of one hour of individual supervision and two hours of Practicum Seminar/Group Supervision, in which clinically-oriented didactics are presented, agency requirements are reviewed, and group supervision is provided. Practicum students also participate in the weekly, two-hour Professional Issues seminar, in which clinical presentations are made by invited speakers on topics pertinent to Counseling Center clientele. Students are not required to stay on site if clients “no show”, although they are required to check in on the hour in case they are needed at the center. The breakdown of weekly responsibilities for Fall and Spring practicum is as follows:

- 9 hours direct client contact
- 2 hours Practicum Seminar/Group Supervision
- 2 hours Professional Issues Seminar
- 1 hour individual supervision
- 1 hour Case Review
- 15 hours

In order to assist practicum students with their integration into the agency, each student’s schedule needs to be spread over at least three days of the week. No more than six client hours are to be scheduled on any given day, and no more than three client hours are to be scheduled in a row; this type of schedule is designed to protect both client welfare as well as trainee growth and development.

Beginning practicum students are not required to start with a full caseload of clients. In consultation with their supervisor and the Practicum Coordinator, students will gradually fill their available hours with clients. Again, in consultation with supervisors, students can increase their caseload beyond these expectations in order to meet their university’s requirements. For TWU students, it is strongly advised that students schedule more hours, early in the semester, as potential client hours, than the minimum required, to maximize the likelihood of matching clients’ schedules, and hence, fulfilling the TWU Psychology Department’s requirement of 135 hours of direct client contact hours by two semesters’ end. Students from graduate programs other than TWU may also want to schedule additional hours initially, depending on the unique requirements of their particular graduate program.
Academic training at the Counseling Center consists of two separate activities: Practicum Seminar/Group Supervision and Professional Issues Seminar.

1. **Practicum Seminar/Group Supervision**
   For two hours each week, all practicum students meet in a large group seminar. Topics for presentation and discussion during this seminar are chosen from broad areas such as general issues in therapy and issues specific to working in our agency (e.g., case notes, intakes, scheduling, tracking clients, etc.). Students also are required to make two case presentations each semester. Group supervision involves reviewing client tapes in order to assess the course of treatment. Feedback and suggestions are provided from the seminar co-leaders and other students. This opportunity allows practicum students to experience a wider variety of cases and conceptualizations, and to benefit from peer support and observational learning.

2. **Professional Issues Seminar**
   For an additional two hours each week, practicum students meet with the interns and the Senior Staff for additional professional development. This seminar is designed to provide practicum students, interns, and staff members with additional training in varied counseling theories and techniques practiced by local professionals. Occasionally, videotapes on relevant clinical topics are also presented. Presentations (in-person and videotapes) are geared towards issues appropriate to Counseling Center clientele such as eating disorders, sexual abuse, multicultural considerations, etc.

   **Case Review**
   All senior staff, interns, and practicum students attend Case Review.
PRACTICUM PROGRAM

Training Activities

Orientation. All new practicum students are required to attend an orientation meeting held in the week before classes begin each semester. During this meeting the students are introduced to agency policies and procedures, Counseling Center staff, the audio/video equipment, ethical/legal guidelines, and each other. Supervisory assignments (see "Individual supervision", below) are communicated at this time. Practicum offices, key requisition forms, and tapes are distributed (see "Practicum Equipment Checklist" form).

Individual supervision. Each practicum student is assigned one individual supervisor each semester by the Training Committee. Typically, a different supervisor is assigned for the second semester. The individual supervisor meets with the student for at least one hour per week to review tapes, discuss clients, and assist the student in his or her professional growth. The individual supervisor may at times tape the supervision sessions for her or his own development as a supervisor and for review with other Counseling Center practicum supervisors during the Supervision of Supervision seminar.

Practicum Seminar/Group Supervision. All practicum students meet for two hours each week with the Practicum Coordinator and/or a psychology intern. During this time, topics such as general issues in therapy and issues specific to working in our agency (e.g., case notes, intakes, scheduling, tracking clients, etc.) are discussed. Group supervision is also provided. This opportunity allows practicum students to experience a wider variety of cases and conceptualizations, and to benefit from peer support and observational learning. Students are required to make two case presentations each semester.

Professional Issues Seminar. For two hours every week, practicum students meet with the interns and the Senior Staff for additional professional development. This seminar is designed to provide practicum students, interns, and staff members with additional training in varied counseling theories and techniques practiced by local professionals and by master therapists (through videotaped presentations) on topics appropriate to Counseling Center clientele: eating disordered clients, sexually abused clients, multicultural considerations, etc.

Case Review: All senior staff, interns, and practicum students attend a weekly one-hour Case Review.
Evaluation domains and skills are described in the "Practicum Student Evaluation Form" (available in the forms drawer). Throughout the practicum placement, an open, two-way exchange of evaluative feedback is encouraged between the student and his or her supervisors.

Goal setting and informal evaluations. At the beginning of each semester, practicum students begin formulating with their individual supervisor their individualized goals for the semester. About midway through the semester, goals are reevaluated with supervisors and feedback is communicated orally between the supervisor and the practicum student, based on stated goals and evaluation criteria. Input is obtained whenever necessary from other Counseling Center staff.

Written evaluations. At the end of each semester a formal written evaluation is completed and signed by the individual supervisor, discussed with and signed by the practicum student, and submitted to the Practicum Coordinator. A copy of the evaluation form is made for the student and the supervisor who completed it. An additional copy is sent to the student’s faculty supervisor. The original evaluation forms are placed in the student’s training file.

Criteria for "Satisfactory Progress" in and "Successful Completion" of practicum placement. By the end of the first semester of practicum placement, students must receive the following minimum overall ratings on the "Practicum Student Evaluation Form" in order to remain in satisfactory standing in the practicum program:

- Individual Therapy Skills: \(2\)
- Use of Supervision: \(3\)
- Administrative/Organizational Skills: \(2\)
- Professionalism: \(2\)

The following evaluation ratings must be received in order to remain in good standing at the end of the two-semester placement:

- Individual Therapy Skills: \(3\)
- Use of Supervision: \(4\)
- Administrative/Organizational Skills: \(3\)
- Professionalism: \(3\)

If a student receives an evaluation rating below the stated minimum level, her/his supervisor will work with the Training Committee to determine a remediation plan. This plan could include, for example, a reduced client load, additional training experiences, additional supervision, additional personal growth experiences, and/or a recommendation to the faculty for not passing practicum training.

Due Process for Appealing Evaluations. Students who disagree with their evaluation may appeal the decision with the Counseling Center Training Committee. To schedule an appeal, contact the Director of Training.
Remediation Plan for deficiencies. Serious deficiencies in a practicum student’s skill development and/or professional progress are communicated to the student orally and/or in writing as soon as the deficiencies come to the attention of Training Staff. Before determining that a serious deficiency exists in a practicum student’s skill development and/or professional progress, it is expected that supervisors will seek consultation with the Director of Training and/or the Training Committee to assist in objectively evaluating the area(s) of concern. If the concerns are judged to warrant remediation, a plan is then established jointly by the Director of Training, Practicum Coordinator, supervisor, faculty supervisor, practicum student and Training Committee for remediation of the deficiencies. All written materials describing the deficiencies, recommendations for remediation, and any progress reports will be placed in the student’s training file at the Counseling Center. In consultation with the student’s faculty supervisor, a copy will also be sent to the Psychology Department.

Communication with academic faculty. At midsemester, the practicum student’s Counseling Center supervisor communicates with the student’s faculty supervisor to share information regarding the student’s progress, strengths, and growth areas in the practicum setting. Student’s may participate in this discussion at the discretion of their supervisors. A copy of the written evaluation is also provided to the faculty supervisor at the end of the semester. Other communication between the two supervisors regarding the student’s progress might occur as needed throughout the semester.
Practicum students are invited to provide both formal and informal feedback to Counseling Center staff about their training experiences. An ongoing, two-way exchange of feedback is encouraged between students and their supervisors. Midway through each semester, practicum students are encouraged to discuss their experience of supervision with their supervisors, and at the end of the semester they are asked to complete an "Evaluation of Practicum Supervisor by Supervisee" form. This form is signed by both parties, submitted to the Director of Training, and copied for both supervisor and supervisee. Feedback is also solicited from group supervision leaders about the practicum group supervision, practicum seminar, and professional issues seminar, both midsemester and at the semester's end.
Practicum Student Selection Process

The selection of practicum students for the Counseling Center is based on the student's ability to demonstrate basic individual counseling skills, in addition to an openness to the learning and supervision process. The Counseling Center's primary role as a practicum site is to provide training opportunities for counseling psychology students. Therefore, doctoral students who have been recommended by the Counseling Psychology Program for practicum placement in the Counseling Center (and who meet the stated deadlines) will be given the first opportunity to fill the available positions. Master's level counseling students and/or graduate students from other programs that meet the Counseling Center's minimum requirements for practicum preparation will be considered for any remaining positions. The selection decision rests with the Counseling Center Practicum Coordinator, in consultation with the Training Committee. Students are informed within one week of the final decision as to the status of their application for placement.

The information needed to apply for practicum placement is listed below:

APPLICATION INFORMATION

1. Only applicants who are able to make a two-semester commitment will receive full consideration for placement.

2. The Counseling Center will interview only those students who have first taken a pre-practicum course, been accepted for Counseling Center placement by their departmental practicum coordinator, and have completed or will complete a course in professional ethics by the end of the first practicum semester.

3. The application deadline at the Counseling Center for the Fall and Spring Semesters is the 2nd Friday in June. Prior to these deadlines the Counseling Center must have received:
   a.) The student's vita from the department
   b.) The department's confirmation of the student's readiness for the Counseling Center's practicum placement
   c.) The student's request for an interview to be scheduled with the Counseling Center Practicum Coordinator.

4. An interview is required of all applicants. Applicants should contact the Counseling Center and ask for the Practicum Coordinator to set up the interview.

5. Applicants for practicum placement will be contacted by the Counseling Center about their status approximately one week after their interview.

6. Applicants who are accepted for the Counseling Center placement will be asked to provide a semester schedule a few weeks prior to the first day of classes. In the Fall and Spring semesters, the Practicum and Professional Issues will be held at times determined before the
beginning of the fall semester by the practicum coordinator. These times will be communicated to applicants during their interview. All practicum students are required to attend these meetings every week. An initial orientation meeting will also be held the first week before classes begin. Practicum students who are new to the TWU Counseling Center are required to attend this meeting.

7. Applicants who are accepted for the Counseling Center placement must provide evidence of current professional liability insurance before they can see clients at the Center.

8. Evening hours (until 7 p.m.) are included as part of each practicum student’s schedule in the fall and spring semesters. The schedule will be determined at the orientation meeting with as much consideration as possible given to the student’s other schedule demands.

9. The Counseling Center has the responsibility for the content, format and requirements of the Counseling Center Practicum Training Program, the supervision of all practicum students within the program, the case management and treatment decisions of all clients receiving Counseling Center services, and the final decision regarding all students accepted for the practicum placement.
The practicum is an intense training program which combines hands-on experience, supervision, and the development of your knowledge base in several areas directly related to the competent and effective practice of counseling and psychotherapy. In the Fall and Spring semesters, the practicum is a 15-hour/week placement. It includes an overall caseload of nine direct client contact hours each week plus a minimum of one hour of individual supervision, two hours of practicum seminar/group supervision, two hours of professional issues seminar, and one hour for administrative duties.

**As a practicum student, you have the right to expect:**

1. Regular and respectful supervision meetings,
2. Direct monitoring (through taping and/or observation) of at least a portion of your cases,
3. Attention to your individual needs and goals,
4. Timely, constructive, and ongoing feedback on your professional growth from supervisors, and
5. An openness to your constructively expressed feedback regarding the supervisory process and training program.

**Your responsibilities as a practicum student include the following:**

1. Audio/video tape recording and/or one-way mirror observation is required for all clients. During the second semester of a student's placement here, exceptions may be approved by the student's individual supervisor.
2. Practicum students are expected to be on-site for the full 15 hours/week. In order to assist practicum students in their integration into the agency, each student's schedule needs to be spread over at least three days of the week. No more than six client hours are to be scheduled on any given day, and no more than three client hours are to be scheduled in a row; this type of schedule is designed to protect both client welfare as well as trainee growth and development.
3. All staff (except the Director) and practicum students are required to work one night a week until 7 PM during both the Fall and Spring semesters.
4. All staff and practicum students are required to become familiar with and follow the material in the Counseling Center Policies and Procedures Manual.
5. All staff and practicum students are expected to maintain a genuine openness to the learning and feedback process in supervision. Significant concerns or questions related to one's work within the Counseling Center are to be addressed with one's supervisor.
6. All staff and practicum students are expected to avoid dual relationships with clients of the Counseling Center. Practicum students should be aware that classmates, undergraduates from a class taught by you, and/or students with whom you are involved may become clients of the Counseling Center. During the practicum
placement, all practicum students should be cautious in their interactions with other students at TWU and should discuss potential dual role problems with their supervisors.

7. If you feel dissatisfied with the training or supervision you receive at the Counseling Center, you are expected to bring your concerns directly to the person with whose action(s) you feel dissatisfied. If this does not resolve the problem, or if you feel unsure about how to approach the person in question, you are both encouraged and expected to bring the concern to the attention of your supervisor, the Practicum Coordinator, the Director of Training, or the Director (preferably in that order).

As members of a training agency, Counseling Center staff have both the right and the responsibility to:

1. Help you recognize personal issues as they relate to your work and/or growth as a therapist and professional,
2. Consult with and provide feedback to your faculty supervisor(s) regarding your professional progress, and
3. Consult with other Counseling Center training staff and/or tape supervision sessions in order to enhance their supervision skills.

Tapes of supervision meetings may be played in Supervision of Supervision, which all practicum supervisors attend.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

I am in agreement with the above stated rights and responsibilities.

__________________________________________________________________________  ____________________________  __________
Printed name of practicum student  Signature  Date
PRACTICUM STUDENT EXIT PROCEDURE

Each practicum student will have a final scheduled check-out meeting with one of the Practicum Seminar co-leaders before completing the practicum. At this time the items listed on the “Practicum Equipment Checklist” (see 04.03.07.01) will be checked off for each student. The procedures listed below need to be completed prior to this meeting.

1. **Complete a written evaluation of individual supervisor.** After completing the “Evaluation of Supervisor by Supervisee” form (found in the forms drawer), sharing this information with the supervisor and receiving signatures of both supervisor and supervisee, the original copy should be brought to the check out meeting. Copies will be made for the supervisee and the supervisor. The original copy goes to the Director of Training.

2. **Terminate and have supervisor initial all client files.** Prior to the end of the semester, the front office manager will print out a list of all open files for each practicum student. A copy will also be given to the student’s supervisor, who will sign the list when all files have been satisfactorily terminated. The signed list should be brought to the check out meeting.

3. **Rewind all video and audiotapes.** Students are responsible for returning all video and audiotapes that were originally checked out to them. If you plan to keep a tape for future use, you must obtain written permission from the client and the tape must be replaced with a new tape of good quality. Bring all rewound tapes to the check out meeting; they will be erased after the end of the semester.

4. **Return all office equipment and furniture to its original location.** The office needs to be in reasonably good shape.

5. **Return your building and office keys to the Department of Public Safety.** When the keys are returned, DPS gives a validated copy of the receipt and then sends the request for deposit to the cashier for processing (it is mailed later). The validated DPS receipts for all keys need to be brought to the final check out meeting.
### PRACTICUM EQUIPMENT CHECKLIST

**Student's Name:** __________________________

**ARRIVAL**

**DATE:** (__________)

**DEPARTURE**

(__________)

#### Office Equipment

<table>
<thead>
<tr>
<th>Item</th>
<th>ARRIVAL</th>
<th>DEPARTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desk (1)</td>
<td>______</td>
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</tr>
<tr>
<td>Desk Chair (1)</td>
<td>______</td>
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<tr>
<td>Side Chairs (2)</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Lamp Table (1)</td>
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<tr>
<td>Lamp (1)</td>
<td>______</td>
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<tr>
<td>Audiotape Recorder (1)</td>
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<td>Microphone (1)</td>
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<td>Bookcases (2)</td>
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<tr>
<td>Telephone (1)</td>
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<tr>
<td>Wastebasket (1)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Coat Stand (1)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Space Heater (1)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Other</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

#### Individual Supplies

<table>
<thead>
<tr>
<th>Item</th>
<th>ARRIVAL</th>
<th>DEPARTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies and Procedures Manual # _____</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Audio Tapes (4) (Nos. _____, _____, _____, _____)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Video Tapes (5) (Nos. _____, _____, _____, _____, _____)</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

#### Exit documents

- Terminated all files including supervisor's initials
  - ______
- Submitted signed evaluation of individual supervisor
  - ______
- Submitted validated DPS receipts for returned building keys
  - ______

************************************************************************

******************
Student's Signature: _______________________________

Arrival                                  Departure

Prac. Coord. Signature:

_______________________________

Arrival                                  Departure
05. CONSULTATION AND OUTREACH

01. Outreach and Consultation Requests
02. Faculty/Staff Consultation
03. Self-Help Lab
Outreach and Consultation Requests

1. Requests for outreach and consultation programs may be received either by the Outreach Coordinator (or his designee) or by individual staff members.

   a. Unless a staff member agrees to a personal request to present a program, people requesting programs should be encouraged to contact this office at least three weeks prior to the date they wish the program delivered.

   b. We will accept requests received less than three weeks before the event, but cannot guarantee that we will be able to find anyone who can present.

2. When a staff member receives a request for program, that staff member should decide whether he or she will honor it. If that staff member will do the program, please let the Director know in writing the date, topic, and audience for the program. If the program needs to be done by someone else, please give the details, in writing, to the Director. Information should include: date the request was received, by whom, for whom, type of program, date and time requested for the program, estimate of attendance, and a phone number for the requester. Outreach Request Forms, which contain spaces for all this information, are available in the Forms drawer.

3. Once the Director receives a request he or she will assign the program to a staff member after consulting with that person or bringing the request to a staff meeting to solicit volunteers. The staff member will receive from the Director, in writing, the date, time, place, topic, and expected numbers for the presentation, as well as the contact person for the event.

4. Staff members will, as is appropriate, take Program Evaluation forms to programs for the audience to fill out. These should be reviewed by the staff member, stapled together, and placed in the counselor’s evaluation file in the top drawer of the front office file.

5. **(It is critical to our office that we accurately report outreach and consultation activities to the university community.)** Immediately following a program or consultation, staff members will complete an Outreach Report Form. These forms can be found in the Forms drawer. The form should be completed and returned to the Director within 48 hours of the event. One form should be completed for each event - if you do two of the same thing, complete two forms. If more than one staff person is involved in providing the program, one Outreach Report Form is completed with all staff names on it for that program.

6. As a general rule, we do not provide outreach services to non-TWU groups, especially if the program is during normal working hours. This is because of our funding base, student services fees. Special requests should be discussed with the Coordinator of Outreach.
In each of the Counseling Center’s reception areas a self-help lab for students is maintained. The lab includes handouts, brochures, and other information addressing important issues with which students deal. These areas include: personal growth, relationships, study skills, academic and career concerns, weight loss, habit control, and anxiety management. Students may use the lab without seeing a counselor. All staff members should be aware of the materials in the lab so that they may help students to find information when necessary.
FACULTY/STAFF CONSULTATION
AND COMMITTEE MEETINGS

1. Each program or case consultation with faculty, staff, or student/student group must be recorded on an Outreach Report Form and returned to the Director's mailbox within 24 hours.

2. Any requests for long-term, on-going consultation should be discussed with the Director before making any firm commitments.

3. Staff are encouraged to develop working relationships and contacts with a variety of faculty and staff. This allows us to maintain visibility and viability around campus and also to present an accurate picture of who we are and what we do.

4. Staff must complete an Outreach Report Form each time they participate in a non-Counseling Center committee meeting and return the form to the Director's mailbox within 24 hours.
06. TESTING SERVICES

01. Administration of Standardized Tests
02. Career Testing Available at the Counseling Center
03. Giving Psychological Tests in Academic Departments
04. Test Scoring Within the Counseling Center
ADMINISTRATION OF STANDARDIZED TESTS

1. **NATIONAL TESTING:** The Counseling Center gives the following tests on the following test dates:

<table>
<thead>
<tr>
<th>Test</th>
<th>Test Month</th>
<th>Seating</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT I/II</td>
<td>October</td>
<td>100/20</td>
</tr>
<tr>
<td>CHES</td>
<td>October/April</td>
<td>30</td>
</tr>
</tbody>
</table>

2. **TEST REGISTRATION BOOKLETS:** Are available in the reception area of the Counseling Center (except for TASP - see below). We do not mail booklets because of the cost.

3. **TEST PROCTORING:** The Counseling Center, on a case by case basis, may be able to provide proctoring services for individuals wishing to take correspondence tests from other universities. Individuals wishing to take this type of test at the Counseling Center must make arrangements with the Director. In most cases, the only type of testing we can accommodate is that which requires a single start and stop and no direct monitoring. TWU students will be provided this service free. Community members must pay a fee of $20.

4. **TASP:** The Texas Academic Skills Program tests are not administered by this office. Information about TASP can be obtained at the Admissions Office. TASP study guides are available in most bookstores.

5. **EXCET:** These tests are administered by the College of Education.

6. **MCAT:** Information can be obtained from the Department of Biology and Chemistry.

7. **LSAT:** Information can be obtained from the Department of History and Government.

8. Most national tests have web sites and the TWU Counseling Center web site contains links to these tests' sites.
1. For TWU students, we will provide appropriate career inventories. We have a variety of tests on hand including the SII, KOIS, SDS, and others. The student is charged $10 for each test. Most often, if the student is seen on intake and it appears that test interpretation is the only other service required, the intaker may schedule that client to be seen on intake again two weeks from the original meeting. Or, the intaker may schedule the client for a session at another time when the counselor knows she or he will be free.

2. For community members, we offer the following:

   a. an initial session to determine the appropriate tests to be given and the goals which the person wishes to accomplish with this testing.

   b. two inventories - typically an SII and a personality inventory.

   c. an interpretation session to discuss the inventories and determine proceeding steps.

   The cost of this service is $200 which must be paid at the beginning of the initial session.

3. Incoming freshmen students who are not currently enrolled should be advised to wait until they are enrolled so they are eligible for free services. Questions from these students or their parents should be referred to the Director.

4. Career and Employment Services has SIGI PLUS, a computerized career guidance program, and allows students free use. Community members may use SIGI for a $50 fee.

5. Career and Employment Services typically offers a half-day workshop for undecided majors sometime during the first two weeks of the fall semester.
1. Any tests given by or released through the Counseling Center for use by any University individual or group must be delivered in a manner consistent with all relevant ethical principles for psychologists and counselors. This includes statements by at least the following groups: American Psychological Association, American Counseling Association, Association for Assessment in Counseling, and the Joint Committee on Fair Testing Practices.

2. It is the responsibility of the Counseling Center to insure, to the best of its ability, that tests are used appropriately. Students who are given psychological tests in classrooms as part of their coursework must fully understand the nature of the test and appropriate applications. They must also be provided with the opportunity to have their test profiles interpreted by someone with adequate skills in testing and measurement and with a qualified level of experience in interpreting the test being given.

3. Departments wishing to obtain testing materials from the Counseling Center must contact the Counseling Center well in advance of their anticipated use. In some cases materials will need to be ordered, so a minimum of six weeks advanced notice is necessary.

4. At the time of the request, the faculty member requesting the materials will be asked to sign a contract for the distribution of testing materials. The Contract For Use of Testing Materials is kept in the testing materials drawer in the front office.

5. Testing fees must be paid directly to the Counseling Center by exact change or check.

6. If the faculty member wishes that a member of the Counseling Center staff give a test interpretation, arrangements should be made at the time the order for testing materials is placed.

7. The faculty member is responsible for arranging the testing site which is adequate for the task. In most cases, the Counseling Center will not agree to allow students from a class to come to the Counseling Center to take tests individually because this may put an undue strain on the workload of the front office staff and jeopardizes the confidentiality of our clients.

8. Faculty members should not "refer" students to take tests as part of classroom curriculum. The counseling staff is under no obligation to provide specific testing to students on demand. Judgment about the appropriateness of a particular test for a particular client is left to the discretion of the counselor.
TEST SCORING WITHIN THE COUNSELING CENTER

1. Counselors who assign tests to clients or who plan to take tests themselves typically score these tests themselves.
   
a. Most tests given at the Counseling Center are available in a hand-scoring option. While many of these tests also may be computer scored, hand-scoring is a much more cost-efficient method and reduces overall costs. Currently, the only two tests which require computer scoring are the SII and the MCMI-2. All other tests are hand scored.
   
b. Hand scoring provides trainees with valuable training which allows them to insure the accuracy of the scores and to learn more about the meaning of scores based on the scoring criteria. Senior staff members are available to help trainees learn how to hand score instruments.
   
c. With the small amount of testing done, hand scoring of tests provides the senior staff with an opportunity to refresh themselves about a particular test and also to insure that test scores are accurate.

2. Other professionals who occasionally pay the Counseling Center to purchase tests for use outside the Counseling Center will have hand-scored instruments scored by one of our secretaries who is familiar with the scoring of that test.
07. FRONT OFFICE PROCEDURES

01. Front Office Personnel
    01. Roles and Division of labor
    02. Student Assistants

02. Front Office Duties
    01. Deportment in Front Office
    02. Opening Procedures
    03. Closing Procedures
    04. Telephone Messages and Procedures/Mail
    05. Work Requests/In-Out/To Be Picked Up File
    06. Staff Schedules/
         Audio-Video Room Reservations
    07. Purchase Orders/Travel Requests

03. Client Contact
    01. Intake Appointments/Dot System/Waiting List
    02. Intake Paperwork
    03. Termination Paperwork and Evaluations

04. Psychiatrist

05. Testing
Roles and Division of Labor

1. The front office is staffed by one full-time Secretary III who functions as office manager, one full-time Secretary I, and one student worker during the Fall and Spring semesters. During the summer we usually do not hire a student. It is the responsibility of the office manager to make sure the office runs smoothly and to make sure that all duties are performed satisfactorily.

2. Acceptable dress code is a joint decision between the Director and the Office Manager.
Student Assistants

1. Should give the office manager his/her class schedule for the current semester so that a work schedule can be worked out.

2. Are paid on the first day of each month. Timecards must be turned in and signed by the office manager before pay day. Students will need to take their student I.D. with their timecard to the Cashier's Office to pick up their check.

3. Must be enrolled in good standing at TWU.

4. Should possess good communications skills and the ability to work with people--Help to create an atmosphere in the office that is comfortable and professional and do this with consistent courtesy.

5. Will make certain that anything that refers to a client is secure and that confidentiality is always kept. A client's name should never be mentioned in front of anyone who is not on the Counseling Center staff. No discussions of any events involving clients should be discussed outside the Counseling Center with anyone.

6. Maintain punctuality and alter schedule only when sick or with permission from the office manager.

7. Be willing to accept assignments from staff and fulfill duties in a professional manner.

8. Keep appointment book accurate. There have been occasions of double scheduling. The counselor should always tell you whether to bring someone forward or not, (OG or l x O), but if not, check the prior week to be sure that we have not missed bringing an appointment forward. If you are informed to reschedule someone, do it immediately.

9. Make sure that the slots of the SELF-HELP handouts in the waiting room are filled and up to date.

10. Perform clerical duties to the best of their ability.

11. Take telephone messages accurately. Remember to always use professional telephone skills when speaking to a client or anyone calling.
Closing Procedures

1. You will follow steps 1 through 6 of the Opening Procedures to lock up all of the confidential materials in the front office.

2. After the Center is closed, we forward the phone to Voice Mail by dialing *1-2080. In the event that voice mail is not working, we have an answering machine at the number 7308. To forward the phone, press * l and the phone will display "FWD" , then press the extension number 7308 and the phone will display "FWD SET," then hang up. Be sure to check the message on the answering machine if you do this. The machine is in Control Room A. To cancel either procedure simply press # l and the phone will display "FWD CANCEL."
Telephone Messages and Procedures/Mail

1. When answering the phone always identify the office and yourself. Thus state in a clear voice -- "Counseling Center, this is _____" or "Counseling Center, _____ speaking." If someone calls for a staff member, first check the appointment book to see if the counselor is available. If the counselor is not available, state such and offer times the person may call back or ask if they'd like to be transfered to Voice mail (for senior staff and interns), or leave a message, letting the caller know when they might expect a return call.

   a. To transfer to Voice Mail:

      1. Press “Transfer” (or “Flash”) and at the dial tone dial 3800.

      2. Wait for the message to begin to play, then press the number corresponding to the mail box of the counselor needed. Hang up immediately.

   b. Telephone messages should always be recorded and reflect the pertinent information the counselor may need. If a client calls in to cancel and does not offer an explanation, ask if you may let the counselor know the reason for the cancellation. Messages are placed behind the appropriate counselor name in the telephone carousel on the secretarial desk. Always take down an area code and phone number for the counselor even when the caller states that they are simply returning a phone call. Also always write your initials at the end of the phone message in case the counselor has any questions regarding the message.

   c. When a client calls in and cancels, ask if they wish to reschedule for the same time and day next week. Make sure that the counselor is made aware of the cancellation so that they may use that hour for someone else or so they are aware that they have that time free.

Please note cancelled appointments in 2 places:

   1. Appointment Book
   2. A message is left for the counselor in the telephone message carousel.

2. If someone calls to speak to or leave a message for a client, we must decline to do so because accepting the message implies that the person is a client. This is a breach of confidentiality. You may inform the caller of this issue.
3. Mail

The mail run is done at least twice a day. Our Post Office Box number is "425350". The post office mail arrives after 10 AM and after 3 PM. The post office key is kept on the wall next to the black mail slots in the main office. These mail slots are labeled "photocopying to be done," "campus mail," and empty campus envelopes". The campus mail is taken to the mail room which is located on the first floor of the ACT (Administrative Clock Tower). Inter-campus mail is placed in the individual mail slots located right next to the mailroom in ACT.
1. Copy Requests/Typing Requests

Yellow work forms are completed by the staff person requesting the job. The categories on these forms are self explanatory. The blank forms are stored in the mail in the main office. After work on the forms is completed, it is returned with the work to the mailbox of the appropriate staff member requesting the job.

2. In-Out Board

The in-out board lists all staff member names by category (Interns, Sr. Staff, Directors, Practicum Students). This is used to indicate whether the counselor is in or out of the office. The white space in the far right column is used to write in additional information (i.e. a room number, or phone number).

3. "To Be Picked Up" File

This file is located in the very back of the the second drawer of the 2-drawer filing cabinet in the main office. Its purpose is for staff members to have a place to leave things for clients (i.e. release form, book, etc.).
1. Staff schedules are recorded in the appointment book. Each staff member completes a "Master Schedule Appointment Activity" slip (pink sheet) providing the information that is needed for changes. These slips are kept in a green index card size box on top of the file cabinet in the main office. The Master Schedule slip requests that the counselor indicate the kind of activity: check one OG (On-going Activity) or lx0 (one time only). An activity marked as OG is carried forward in the appointment each week; however, an activity marked as lx0 is just for a particular day and time and is not carried forward in the book. The rest of the categories are self explanatory.


Rooms with reservation sheets on the door are the Conference Room and Counseling I, II, III, and IV. Equipment sign-up sheets are in Control Room B (upstairs). Time schedule sheets are made for each week of the semester for counselors to reserve the use of a room or audio/visual equipment.
Purchase Orders/Travel Requests

1. Purchase Orders

Purchase orders are typed in the front office, signed by the Director and then sent to the Purchasing Office to be numbered. The pink and green copy will be returned to our office. These copies are filed numerically in a black notebook marked Purchase Orders. After an invoice is received from the vendor, the green copy is signed and dated and sent to the Accounting Office for payment. It also needs to be noted on the pink copy of the purchase order the date the merchandise was received. Information and guidelines on completing a purchase order are located in a black notebook entitled PURCHASE ORDERS.

2. Travel Requests and Reimbursements

Travel requests are handled systematically. There are two basic steps in handling staff travel. First, a travel request is completed before the trip/official business and sent to the Accounting Office for approval. All receipts must be retained from the business trip/official business for reimbursement purposes. The second step is to complete a travel voucher after the trip. This step is required in order to be reimbursed for any expenses.

Information on travel regulations is found in a red notebook labelled TRAVEL PROCESSING.
**Intake Appointments.**

Appointments may be made either in person or by phone. The person MUST BE A TWU STUDENT that is CURRENTLY enrolled. The student is offered times of Intake and the student’s name and phone number are written in pencil in the appropriate time and date in the appointment book (which are designated by the heavy lined spaces in the book). Let the student know that they must arrive 15 minutes before their appointment time to complete paperwork and to be assured of having their full 30-minute session. Please remind students that they will then be assigned to a counselor or group.

**The Dot System**

a. Initial Scheduling for the Semester

   Using a time schedule sheet, use counselors initials to denote client hours. Put the counselor's initials and a blank (______) by the initials. This space will be used to place different colored dots, which will denote if this client hour is open, filled, or whether the slot is on hold.

   GREEN DOT - Open hour
   RED DOT   - Closed hour
   YELLOW DOT - Hold Hour

b. When a client is assigned to a counselor, place a red dot by the appropriate counselor initials and then write the client’s name in the appointment book. Indicate whether the appointment is a one-time-only appointment (lx0) or an ongoing appointment (OG). Ongoing clients are carried forward to the next week’s schedule for the same day and same time under the same counselor’s name.

**Waiting List**

At some time in the semester we will have clients that will have to go on the waiting list. (see Policies and Procedures manual section 03.04.00.00 for Wait List Procedures)
Intake Paperwork

1. When a student shows up for her/his Intake, the student is handed the appropriate paperwork. Intake paperwork handed to the student consists of
   a. CLIENT DATA SHEET,
   b. TIME SCHEDULE sheet,
   c. BROCHURE ON COUNSELING CENTER POLICIES (Client Information Brochure).
   d. Other forms in the Intake folder are the INTAKE INTERVIEW sheet and PROCESS RECORD form.

2. As the client data sheet is handed to the student, the following explanation is offered: "This is requesting some very basic information about yourself to help you counselor. The information requested is handled with the strictest confidence. The third sheet of this form is a release form."

3. "Please complete the time schedule sheet by crossing out any hours that you are NOT available. This sheet is used to schedule an appointment with a counselor during the hours that you indicate are free hours."

4. While the client fills out paperwork, assign a client code # to the file using the yellow code number book and type a label to the folder. The label contains the client's name (last name first, first name next) and the case number at the end. Preferably type all labels in a consistent fashion-upper case for the first letter of each name with the colored line of the label at the top. The labels are kept one particular color for the entire academic year.

5. When time does not permit you to do this, just pencil in the appropriate number on the folder and type the label after the intake is finished.

6. A client folder is set up for the paperwork completed at Intake. The client is assigned a case code number. The date of Intake and client name is recorded in a notebook which contains an ongoing list of sequential numbers. The numbers begin each Fall with the number 4 (four) designating the fiscal year (1994-95), a second digit indicating the campus number, and three additional digits for the client number. It would read 4-1001. This numerical sequence would let you know that it was client number one for the 94-95 year on the Denton campus. The campus codes are as follows:

   1 for Denton
   2 for Dallas
   4 for Houston
7. After the paperwork is complete, write the case number on the client data sheet. Also take the schedule sheet and see if there are any free counselor hours that fit with the client’s schedule. Write the names of the counselors in the appropriate free time slots of the client’s schedule and notify the counselor the intake is ready. During the intake, the counselor will call the front office personnel to verify which counselor she/he has assigned to the client.

8. Once a counselor has been assigned a new client, a message relaying that they have been assigned a new client along with appointment time and date is put in the message carousel behind the counselor’s name. (Also see "The Dot System--B" in 07.03.01.00.)
1. When a client is terminated after individual or group counseling, the counselor will terminate on paper and the front office will terminate in the computer (this will be discussed in Rbase Book). Clients may be terminated at intake if they require no further service, from group and/or individual counseling, or as a result of not showing for a scheduled appointment or canceling too many appointments. Check to see if the client signed the back of the client data form agreeing to fill out an evaluation form. If so, mail the evaluation form out in a PLAIN envelope. We do not want to breach our confidentiality contract by mailing out a Counseling Center letterhead envelope.

2. There is a specific order in which the paperwork should be arranged and stapled together when a file is terminated, and this should be done by the counselor before the file is given to the front office staff. The order is as listed on the Termination Form.

3. Before filing the actual file in the termination files, make sure to shred the time schedule sheet and keep any blank forms that were not used for new intake folders. Also, put a black signal dot on the corner of the label to signify it is a terminated file.
1. Dr. Joe Oliver is our psychiatrist who comes to the Center every Thursday during the Fall and Spring semesters between the hours of 12:30 PM to 3:30 PM. During the Summer semesters, he visits only every other week.

2. He is scheduled to see clients for 20 minutes each to see how they are doing on any medication she might have prescribed. If a client is going to be seeing her for the first time, he/she is scheduled for a 60 minute block in the appointment book.

3. When clients make their initial appointment with the psychiatrist, the counselor gives the client two copies of the Psychiatric Services Agreement, and a release form for the Health Center. The client will sign one copy of the Service Agreement and the release form. The Service Agreement explains the role and services of the consulting psychiatrist, puts the responsibility for scheduling subsequent psychiatrist appointments in a manner in which they will not run out of medication, and informs them of the charges for failure to appear for a psychiatric appointment.

   a. The counselor is responsible for making a copy of the release form and sending it to the Health Service. The Service Agreement and a copy of the release are kept in the client's file.
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INTAKE appointments/dot system/waiting list

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   a. CLIENT DATA SHEET,

   b. TIME SCHEDULE sheet,

   c. BROCHURE ON COUNSELING CENTER POLICIES (Client Information Brochure).

   d. Other forms in the Intake folder are the INTAKE INTERVIEW sheet and PROCESS RECORD form.

2. As the client data sheet is handed to the student, the following explanation is offered: "This is requesting some very basic information about yourself to help you counselor. The information requested is handled with the strictest confidence. The third sheet of this form is a release form."

3. "Please complete the time schedule sheet by crossing out any hours that you are NOT available. This sheet is used to schedule an appointment with a counselor during the hours that you indicate are free hours."

4. While the client fills out paperwork, assign a client code # to the file using the yellow code number book and type a label to the folder. The label contains the client’s name (last name first, first name next) and the case number at the end. Preferably type all labels in a consistent fashion-upper case for the first letter of each name with the colored line of the label at the top. The labels are kept one particular color for the entire academic year.

   When time does not permit you to do this, just pencil in the appropriate number on the folder and type the label after the intake is finished.

6. A client folder is set up for the paperwork completed at Intake. The client is assigned a case code number. The date of Intake and client name is recorded in a notebook which contains an ongoing list of sequential numbers. The numbers begin each Fall with the number 4 (four) designating the fiscal year (1994-95), a second digit indicating the campus number, and three additional digits for the client number. It would read 4-1001. This numerical sequence would let you know that it was client number one for the 94-95 year on the Denton campus. The campus codes are as follows:

   1 for Denton
   2 for Dallas
   4 for Houston
7. After the paperwork is complete, write the case number on the client data sheet. Also take the schedule sheet and see if there are any free counselor hours that fit with the client's schedule. Write the names of the counselors in the appropriate free time slots of the client's schedule and notify the counselor the intake is ready. During the intake, the counselor will call the front office personnel to verify which counselor she/he has assigned to the client.

8. Once a counselor has been assigned a new client, a message relaying that they have been assigned a new client along with appointment time and date is put in the message carousel behind the counselor's name. (Also see "The Dot System--B" in 07.03.01.00.)
1. When a client is terminated after individual or group counseling, the counselor will terminate on paper and the front office will terminate in the computer (this will be discussed in Rbase Book). Clients may be terminated at intake if they require no further service, from group and/or individual counseling, or as a result of not showing for a scheduled appointment or canceling too many appointments. Check to see if the client signed the back of the client data form agreeing to fill out an evaluation form. If so, mail the evaluation form out in a PLAIN envelope. We do not want to breach our confidentiality contract by mailing out a Counseling Center letterhead envelope.

2. There is a specific order in which the paperwork should be arranged and stapled together when a file is terminated, and this should be done by the counselor before the file is given to the front office staff. The order is as listed on the Termination Form.

3. Before filing the actual file in the termination files, make sure to shred the time schedule sheet and keep any blank forms that were not used for new intake folders. Also, put a black signal dot on the corner of the label to signify it is a terminated file.
1. Dr. Joe Oliver is our psychiatrist who comes to the Center every Thursday during the Fall and Spring semesters between the hours of 12:30 PM to 3:30 PM. During the Summer semesters, he visits only every other week.

2. He is scheduled to see clients for 20 minutes each to see how they are doing on any medication she might have prescribed. If a client is going to be seeing her for the first time, he/she is scheduled for a 60 minute block in the appointment book.

3. When clients make their initial appointment with the psychiatrist, the counselor gives the client two copies of the Psychiatric Services Agreement, and a release form for the Health Center. The client will sign one copy of the Service Agreement and the release form. The Service Agreement explains the role and services of the consulting psychiatrist, puts the responsibility for scheduling subsequent psychiatrist appointments in a manner in which they will not run out of medication, and informs them of the charges for failure to appear for a psychiatric appointment.

a. The counselor is responsible for making a copy of the release form and sending it to the Health Service. The Service Agreement and a copy of the release are kept in the client's file.
Testing

1. Psychological and Career Tests Available in the Front Office 5 Drawer File Cabinet are:
   a. Strong Interest Inventory (SII)
   b. 16PF
   c. Myers Briggs Type Indicator (MBTI)
   d. Minnesota Multiphasic Personality Inventory (MMPI)
   e. Edwards Personal Preference Schedule (EPPS)
   f. Watson Glaser
   g. California Psychological Inventory (CPI)
   h. Self-Directed Search

2. Tests Administered for the University and Test Material Available for Distribution
   a. SAT
   b. CLEP
   c. GRE
   d. GMAT
   e. NTE
   f. TOEFL
   g. TASP

3. We do not have funds to provide postage to mail registration brochures. Callers should be informed that they may pick up registration bulletins when they are on the TWU campus, at any other local university, or by writing to the test provider and requesting a bulletin. We can provide them with the address and/or phone number. As of July, 1996, most testing programs also make information available on the World Wide Web.
08. PERSONNEL POLICIES

01. Payroll Procedures
02. Vacation and Compensatory Time
03. Travel Requests and Reimbursements
04. Procedures for Job Search
05. Staff Evaluations
06. Professional Liability Coverage
07. Research Projects in the Counseling Center
08. Committee Memberships and Academic Affiliations
09. Organizational Charts
   01. Counseling Center
   02. Student Life
There are two different procedures for reporting working, vacation, sick, and holiday hours to payroll.

Non-Exempt (Secretaries, student workers)

1. At the time designated by the Payroll Office each month, your time sheet is available on-line. You will enter the time you worked during that month. Included on the time sheet are spaces to show the amount of sick leave and vacation time you used. You enter these numbers in addition to the number of hours that should have been worked in a particular week. For example, if the work week contained 40 hours and you were sick two days, you would show 40 hours of work which included 16 hours of sick leave.

2. Marking the time sheet "finished" will forward it electronically to the Director for his or her signature.

3. You may make arrangements, in advance, with the Payroll Office to have your check mailed or delivered (depending on the bank) to your bank. If you choose this method of payment, there is a deadline each month by which you must return your sheet to the Payroll Office. Typically, we collect sheets for those who do this and send them over to Payroll together.

4. If you wish to pick your check up, it is available at the Cashier’s Office on the first working day of each month. You must take your time sheet and picture I.D. with you. Typically, on that morning, time sheets and I.D.s are collected at the front office and someone goes to the Cashier’s Office to pick them up as a group.

5. It is wise to check your pay stub for the first few months to be sure things are being calculated correctly.

Senior staff and Interns.

1. At the beginning of each month, a new timesheet for that month becomes available electronically. During the month, if vacation, sick, or holiday time is used, record the dates and hours used in the appropriate spaces. When the form is complete, and no later than the last working day of the month, submit the form electronically for approval by the Director by indicating on the form that it is complete.

2. If you have made arrangements, in advance, with the Payroll Office to have your check mailed or delivered (depending on the bank) to your bank, sign the time sheet and give it to the front office for forwarding to the Payroll office. The current deadline for returning your time sheet
to Payroll is noon of the third working day PRIOR to the end of the month.

3. If you wish to pick your check up, it is available at the Cashier’s Office on the first working day of each following month. You must take your time sheet and picture I.D. with you. Typically, on that morning, time sheets and I.D.s are collected at the front office and someone goes to the Cashier’s Office to pick them up as a group.

4. It is wise to check your pay stub for the first few months to be sure things are being calculated correctly.
VACATION AND COMPENSATORY TIME

1. It is a state law that no employee who has worked less than 6 months can take vacation days (also called "annual leave"), even though you are accumulating those days.

2. Employees who begin on contract August 1 are eligible to begin using vacation days February 1 of the following year. Employees who begin on contract September 1 are eligible to begin using vacation time March 1.

   a. This means that no extra time at Christmas can be taken as vacation days for first year employees.

   b. It is possible to take extra time as unpaid leave. You may discuss this with the Director well in advance of the time you wish to take off.

3. Compensatory time is awarded for work which was given above normal working hours because of the demands of the job. This does not include simply being at work extra hours one week so you can take off hours the next. Sorry about that.

   a. While there is no minimum or maximum expectation for the number of evening programs delivered, some evening work for outreach programs is a part of the normal work load for counseling staff. Any staff member who believes that she/he is working above and beyond normal expectations should discuss this with the Director in order to make appropriate advanced plans for compensatory time.

   b. Please discuss with the Director any plans to accrue compensatory time by working extra hours.

4. Requests for compensatory time must be made to the Director in advance. In order to negotiate compensatory time, the Director must have on file monthly “Work Time Reports” (which are completed each month and placed in the Director’s mailbox). After discussing plans with the Director and receiving approval to take compensatory time, be sure to complete a Leave Form if it is appropriate. The Director will discuss with you the appropriate leave form.

5. Requests for vacation time must be made to the Director in advance. After discussing plans with the Director and receiving approval to take vacation time, be sure to complete a Staff Leave Form. This is the official record of your leave days and must be completed prior to your days off.
Travel Requests and Reimbursements

1. Requests for travel must be made well in advance of any travel and particularly for travel for which you expect to be reimbursed.

2. Plans for travel should first be discussed with the Director and permission should be obtained. The Director will remind you of the amount of money available to you.

3. Well in advance of your trip, complete a Travel Request form and have it signed by the Director. If you do not complete this form before you travel, your reimbursement will be delayed.

4. Complete an Absence From Campus Form which shows the dates you will be gone, the reason for absence, and where you can be reached.

5. Tickets for air travel can be purchased from SATO Travel in the Student Center directly from an approved travel requisition, once it is filed with the Business Office. Therefore, unless you would like to put out money for the tickets yourself and then wait to be reimbursed, it pays to get your travel requisition done at least 30-40 days before the trip. Please note: with airfare sales occurring well before travel dates, it is often wise to submit a requisition well in advance so the authorization is available when needed.

6. When you travel, collect receipts for everything for which you intend to be reimbursed, including taxi and other ground transportation. It is wise to collect receipts even if they exceed the amount you will be reimbursed from the university because you may be able to use them on your income tax returns.

7. As soon as your travel is complete, return your receipts, along with an itemized list of your expenses and the times you left and returned, to the front office. Your reimbursement form will be typed and returned for your signature. A week or so later, if all goes well, you will receive a check from the university.
PROCEDURES FOR JOB SEARCH

1. Complete a TWU Personnel Vacancy Form (PVF) for the position. The form is kept in the front of the Personnel file drawer.

2. Send the PVF to Human Resources. Attach a memo if requesting advertising in national media (e.g. Chronicle of Higher Ed., ACA Guidepost, etc.) specifying which publications and dates you wish the ad to run if there are preferences. (It is wise to attach advertising information from publications other than the Chronicle to make ad placement easier.)

3. Human Resources will return the PVF to you and when the search is over, the back of the form must be completed.

4. Make/update the job description(s)/position announcement sheet. Make copies. Mail to list of counseling centers, counseling programs, and minority recruitment resources which are maintained on the front office computer. Note: The address for receipt of materials should be: (Position Name) , Human Resources, Texas Woman's University, P.O. Box 425739, Denton, Texas 76204-5739. Be advised that when writing minimum qualifications and preferences, any minimum requirements will be strictly screened and may ultimately require a new job search with new advertisements if a candidate is not selected and you wish to hire someone with fewer credentials. It is better to set lower requirements and state preferences that will be given. Example: if you want to hire a license-eligible psychologist the position could read: requires doctorate in psychology or related field - a preference will be given to those eligible for licensure as a psychologist in Texas. Also, it is better to state a first review date with the search to continue until the position is filled. Ads with specific deadlines require a close to the taking of applications and then a readvertising if the job is not filled.

6. TACUSPA (Texas Student Personnel) maintains a statewide job bulletin board which is free to users. Forms for listing jobs are kept with the PVFs. TUCCDA (Texas Counseling Center Directors), AUCCCD, APA Div. 17 and several other groups maintain either web sites or bulletin boards.

7. Applications will be received by the Human Resources. Those that meet the minimum requirements will be copied and sent to us. The Human Resources will also maintain a file for that applicant and inform them of future positions for which they may qualify. When an application is received from Human Resources, create a file for that person. It seems to work best if: one of the clerical staff is designated to create files and update them as paperwork comes in; a particular color label is chosen for each open position; the name of the candidate, date of opening the file, and position applied for is listed on the file label.
8. The staff must decide on what process will be used to review and rank files. A copy of the "official" interview questions must be on file and approved by the Office of Human Resources. Candidates may then be brought to campus for interviews. Currently the interview schedule we have devised is:

<table>
<thead>
<tr>
<th>Day One</th>
<th>Day Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:30 - Arrive DFW</td>
<td>8:00 - Coffee with Student Life Staff</td>
</tr>
<tr>
<td>5:00 - Reception</td>
<td>9:00 - Dr. Nicholas</td>
</tr>
<tr>
<td>6:00 - Dinner &amp; tour</td>
<td>10:00 - Counseling Center Staff</td>
</tr>
<tr>
<td>9:00 - At home</td>
<td>11:30 - Lunch, Psychology Faculty</td>
</tr>
<tr>
<td></td>
<td>1:00 - Practicum Students</td>
</tr>
<tr>
<td></td>
<td>2:00 - Clerical Staff</td>
</tr>
<tr>
<td></td>
<td>3:00 - Counseling Center Director</td>
</tr>
<tr>
<td></td>
<td>3:30 - Leave for DFW</td>
</tr>
<tr>
<td></td>
<td>5:00 - Return Flight</td>
</tr>
</tbody>
</table>

Any extra time on Day Two can be used for individual meetings with staff members. Dinner on Day One with Director and other interested staff.

9. The staff may also decide how to select the candidate who will receive the first offer, and so on. An evaluation form can be found in the file CANDEVAL on the Policies and Procedures disk in the Director’s diskettes. After the staff has made its choice, it is wise to discuss the decision with the Vice President for Student Life. At that point, it is appropriate to make the offer to the candidate.

10. Once an offer has been accepted, complete the back of the PVF. Send two copies of a letter to the candidate stating salary and start date of contract. Candidate is to sign and return one copy to us. Make a copy of the signed contract - original to our office personnel file and the copy to the Human Resources.

11. Complete a Personnel Transaction Form for the new employee. This will, in most cases, insure that the employee will be put on payroll. It will also alert the Human Resources to schedule an orientation session for the new employee.

12. Complete a Personnel Transaction Form each time it is necessary to change information about an employee (e.g., dates off contract, change of address, termination).

13. Employees who begin work during the months of May-August will need a new PTF generated for them at the beginning of the next full fiscal year, otherwise, Payroll and Human Resources may not realize they are continuing employees.
The University mandates staff evaluations for all permanent employees. The philosophy of this office is that evaluations allow the Director and each staff member to assess strengths and areas of improvement in a way which produces personal and professional growth for that staff member. Permanent senior staff will be evaluated on a regular basis by the Director. New employees receive a six-month review. All staff receive an annual review. Interns and practicum students are not evaluated by the Director under this system. For both the initial six-month review and annual evaluation, we follow this process:

1. A date is set for the evaluation by the Director. Human Resources designates November as the month for annual evaluations.

2. Each employee completes a "Self-Evaluation Form" for review during the evaluation meeting. The Director completes a "Professional and Administrative Evaluation Form" for counseling staff and a "Clerical Evaluation Form" for clerical staff. These forms are also reviewed during the evaluation meeting.

3. At the meeting, the Director and staff member discuss all aspects of the staff member's performance. Particular attention is given to looking at the strengths of the staff member and areas of future development.

4. At the conclusion of the meeting an agreement will be reached to combine information from both evaluation forms into one. Then, the evaluation form and the Self-evaluation are signed and copies are given to: the staff member, Human Resources, the office personnel file.

5. Typically, Human Resources requests that annual evaluations be done in November, but we have most often done them in the summer, at the end the academic year. If this is done, all copies of the evaluation should be kept in the employee's file until November and then the Human Resources Office copies can be sent when requested.

6. The Director's evaluation is also held in November, by the Vice President for Student Life. Each staff member will be given an evaluation form which should be completed and retained directly to the Vice President's administrative assistant. Interns complete this evaluation in July. The Vice President will not hold an evaluation meeting with the Director until the entire staff has returned their evaluation forms, so please, just do it when you get it. Thanks.
Professional Liability Coverage

1. Although state employees are not required to carry professional liability (malpractice) insurance, it is highly recommended that you purchase private liability insurance because:

   a. it is unclear whether the attorney general will protect you if a student you are supervising is sued and you are added to the suit.

   b. the attorney general may only become involved once a suit is filed and you may wish to have representation before the suit is actually brought.

   c. the attorney general’s office may not have the same interest in your welfare as you do.

   d. The attorney general’s office may decide that what you did was not part of your work and so they will not represent you.

   e. The amount of coverage provided by the state is small relative to what most malpractice suits require.

2. Professional liability insurance can be purchased through APA, ACA, or ACPA. Rates for student members of these organizations is extremely low.

3. Practicum students are not covered as state employees and, therefore, must purchase liability insurance. They must be covered before seeing clients at the Counseling Center.

4. Any questions about liability insurance can be asked of the Director or Director of Training.
Those wishing to do research using clients or staff of the Counseling Center as subjects must do the following:

1. Discuss with the Director the general study proposal so that an initial decision can be reached as to whether the study is appropriate and/or feasible in this agency.

2. Arrange with the Director a date to present the research proposal to the staff during a staff meeting.

3. Discuss the research with staff and gain their approval and/or feedback.

4. If the staff agrees to the study, the research must first be approved by the TWU Human Subjects Committee before the study can actually be carried out.

5. Before the study is to begin, the researcher must provide the Counseling Center Director with copies of the materials used in the study and a copy of the Human Subjects Committee approval form. No research will be conducted in the Counseling Center without these items on file in this office.
COMMITTEE MEMBERSHIPS AND ACADEMIC AFFILIATIONS

All counseling staff of the Counseling Center will actively participate in Student Life and university-wide committees. Each fall, staff members will have the opportunity to choose the committees on which they would like to serve. All staff members are expected to serve on at least one committee and may serve on more committees as time and interest allow.

All permanent senior staff may seek affiliation with the teaching department of his or her choice. Except where negotiated between the department, the staff member, and the Director, you may expect that department time is spent above and beyond normal job duties. (If that makes you feel bad, remember, the psychology faculty that come over here do it on their own time.) On the other hand, if it's above and beyond, you are eligible to negotiate appropriate compensation.
09. MISCELLANEOUS OFFICE POLICIES

01. Annual Planning Calendar
02. Semester Planning
03. Hours of Operation for the Counseling Center
04. Use of the Counseling Center by Other University Depts.
05. Long Distance Telephone Use
06. Staff Library
07. Staff Lounge
08. Office Security and Evacuation Prcdrs (not yet available)
## TWU COUNSELING CENTER
1999-2000 Annual Calendar

* Codes for "STAFF" column:

- **AT** = Associate Training Staff supervisors
- **CC** = Counseling Center Permanent Staff and Interns
- **FO** = Front Office Staff
- **PC** = Practicum Coordinator
- **PS** = Practicum Students
- **TC** = Training Committee
- **TD** = Training Director

### AUGUST

<table>
<thead>
<tr>
<th>WK 99-00 DATE</th>
<th>STAFF</th>
<th>TASK/EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/2</td>
<td></td>
<td>New interns arrive</td>
</tr>
<tr>
<td>8/2-8/27</td>
<td>CC, FO</td>
<td>New intern orientation</td>
</tr>
<tr>
<td>8/9</td>
<td>PC</td>
<td>Send information letter to all new practicum students</td>
</tr>
<tr>
<td>8/12</td>
<td></td>
<td>Last day of classes for Summer II</td>
</tr>
<tr>
<td>8/13</td>
<td>CC</td>
<td>Counseling Center Retreat - Semester planning, P&amp;P, mission, etc.</td>
</tr>
<tr>
<td>8/13</td>
<td>FO</td>
<td>Last day of 1998-99 data for annual report Data mailed from Houston to Denton</td>
</tr>
<tr>
<td>8/16-8/20</td>
<td>FO, Dir.</td>
<td>Final check of data Data tables generated for annual report Database set up for 99-00, Denton and Houston</td>
</tr>
<tr>
<td>8/20-8/24</td>
<td>TD, Carmen</td>
<td>American Psychological Association (APA) Convention, Boston</td>
</tr>
<tr>
<td>8/23</td>
<td>CC</td>
<td>Fall group flyers finalized (both composite flyer and for individual groups)</td>
</tr>
<tr>
<td>8/25</td>
<td>TC</td>
<td>Term I internship and case supervisors determined Fall practicum supervisors determined</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Event Description</td>
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<tr>
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</tr>
<tr>
<td>8/20</td>
<td>CC</td>
<td>Fall client hours and weekly schedules to front office</td>
</tr>
<tr>
<td>8/25</td>
<td>PC</td>
<td>Practicum Orientation (9:00 a.m.-12:00 p.m.)</td>
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<tr>
<td>8/26</td>
<td>CC</td>
<td>TWU General Faculty Meeting, MCL Auditorium (10:00-1:00)</td>
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<tr>
<td>8/29</td>
<td>CC</td>
<td>Fundango - TWU Welcome Picnic (4 pm - 7 pm)</td>
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<tr>
<td>8/30</td>
<td>Dir.</td>
<td>Begin writing Annual Report</td>
</tr>
<tr>
<td>8/30</td>
<td></td>
<td>Fall semester classes begin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall Counseling Center schedule and evening hours begin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Term I internship and case supervisors begin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall practicum supervisors begin</td>
</tr>
</tbody>
</table>

**SEPTEMBER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Department</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1-9/30</td>
<td>Dir.</td>
<td>Continue writing Annual Report</td>
</tr>
<tr>
<td>1</td>
<td>FO</td>
<td>Mailing labels printed for internship flyers</td>
</tr>
<tr>
<td>1</td>
<td>TD</td>
<td>Professional Issues Seminar, Supervision of Supervision, and Psychiatric Observation schedules set and distributed</td>
</tr>
<tr>
<td>1</td>
<td>PC</td>
<td>Practicum Seminar schedules set and distributed</td>
</tr>
<tr>
<td>9/6</td>
<td></td>
<td>Labor Day (No Classes)</td>
</tr>
<tr>
<td>3</td>
<td>FO</td>
<td>Internship flyers mailed</td>
</tr>
<tr>
<td>3</td>
<td>FO</td>
<td>Internship application packets mailed to individuals who have requested them</td>
</tr>
<tr>
<td>4</td>
<td>Dir.</td>
<td>Visit to Houston - Annual Review of Houston Counseling Center staff</td>
</tr>
<tr>
<td>9/24</td>
<td>Interns</td>
<td>Signed intern goal statements to Training Director</td>
</tr>
<tr>
<td>10/9-10/13</td>
<td>TD</td>
<td>Association of Counseling Center Training Agents (ACCTA) conference</td>
</tr>
<tr>
<td>Date</td>
<td>Event/Task</td>
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<tr>
<td>OCTOBER</td>
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<tr>
<td>1</td>
<td>Interns &amp; Sup’rs. Midterm I oral feedback review</td>
<td></td>
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<tr>
<td>2</td>
<td>TD, FO Establish system for setting up intern application files; notify Counseling Center staff about the fact that the process has begun</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CC, AT Training Committee intern progress discussion</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>TD Individual meetings with interns to review Training Committee feedback</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Prac. sts., sup’rs. Mid-Fall oral feedback review</td>
<td></td>
</tr>
<tr>
<td>10/9</td>
<td>National SAT administration</td>
<td></td>
</tr>
<tr>
<td>10/11</td>
<td>CC Set date for Counseling Center Holiday Party in December</td>
<td></td>
</tr>
<tr>
<td>10/17</td>
<td>Certified Health Education Exam administration</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Prac. sup’rs. Contact practicum student’s faculty supervisor for feedback review</td>
<td></td>
</tr>
<tr>
<td>10/30-11/3</td>
<td>Dir. Association of University and College Counseling Center Directors (AUCCCD) conference</td>
<td></td>
</tr>
<tr>
<td>10/31</td>
<td>Dress in costume for Halloween (optional but encouraged)</td>
<td></td>
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<tr>
<td>4</td>
<td>Discuss Christmas break schedule</td>
<td></td>
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<tr>
<td>NOVEMBER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3</td>
<td>Dir. Annual Review of Denton Campus Senior Staff and Director</td>
<td></td>
</tr>
<tr>
<td>1-3</td>
<td>Dir. Begin budgeting for next year; seek input from staff about budget needs, finalize annual report, finalize budgeting and goals</td>
<td></td>
</tr>
<tr>
<td>11/11-11/14</td>
<td>TX Psychological Association (TPA) conference (San Antonio)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>TD Orient CC staff to intern selection process (before Thanksgiving)</td>
<td></td>
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<tr>
<td>Date</td>
<td>Event/Activity</td>
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<tr>
<td></td>
<td>Send invitations for Holiday Party</td>
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<tr>
<td></td>
<td>Term II intern rotations and supervisors determined</td>
<td></td>
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<tr>
<td>11/25-11/28</td>
<td>Thanksgiving Holidays</td>
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<tr>
<td><strong>DECEMBER</strong></td>
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<tr>
<td>1</td>
<td>Interns &amp; Sup’rs. End of Term I oral feedback review</td>
<td></td>
</tr>
<tr>
<td>12/3</td>
<td>CC Student Life Holiday Open</td>
<td></td>
</tr>
<tr>
<td>1-2</td>
<td>All Holiday Party</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>CC Gp. Leaders Group Supervision discussion about Spring Group options</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CC Review of intern applications</td>
<td></td>
</tr>
<tr>
<td>12/6-12/16</td>
<td>Practicum students stop seeing clients for Fall Semester (Dead Week)</td>
<td></td>
</tr>
<tr>
<td>12/9</td>
<td>Last day of classes for Fall semester; no more evening hours until Spring semester begins on January 18</td>
<td></td>
</tr>
<tr>
<td>12/9</td>
<td>PC, CC Spring practicum supervisors determined</td>
<td></td>
</tr>
<tr>
<td>12/9-12/12</td>
<td>Prac. Sup’rs. Final written evaluations due for Fall Practicum Students and final contact with faculty supervisors of practicum students</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CC, AT Training Committee intern progress discussion</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>TD Individual meetings with interns to review Training Committee feedback</td>
<td></td>
</tr>
<tr>
<td>12/10</td>
<td>All Intern Semi-Finalists Selection Meeting</td>
<td></td>
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<tr>
<td>12/11-12/16</td>
<td>Finals Week - 8:00-5:00 schedule begins and continues until 1/18/00</td>
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<tr>
<td>12/13</td>
<td>All Midnight Breakfast (10:00 p.m.-12:30 a.m.)</td>
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<tr>
<td>12/17</td>
<td>All Spring semester planning meeting (8:30-noon)</td>
<td></td>
</tr>
<tr>
<td>12/20-12/23</td>
<td>All Intern Semi-Finalist Interviews</td>
<td></td>
</tr>
<tr>
<td>12/21</td>
<td>CC Spring Group flyer revised</td>
<td></td>
</tr>
</tbody>
</table>
12/22 CC  Spring client hours and weekly schedule due to front office

12/23 Interns & Sup’rs.  Term I evaluation forms, Supervisory Record Forms, and Fall Activity Summary Forms due to Training Director

12/24-1/2 Christmas Holidays

**JANUARY, 2000**

1/4-1/12 CC  Intern applicant interviews

1  CC, FO  Equipment cleaning (audio, video, computers, etc.)

1  PC  Information letter to all practicum students

1/12 PS  Spring client hours and weekly schedules due to front office

2  FO  Prepare Spring signup sheets for Coun. Rms., Conf. Rm., Library, & cameras

2  TD, Interns  Mid-year Program Evaluation Meeting

1/18  Spring semester classes begin
Spring Counseling Center schedule and evening hours begin
Term II internship and case supervisors begin
Spring practicum supervisors begin

1/14  CC  Intern finalist preliminary rankings

1/20  Martin Luther King, Jr. Day (Holiday)

4  TD  Supervision of Supervision and Professional Issues Seminar schedules set and distributed

4  PC  Professional Issues Seminar schedule set & distributed

4  PC  Practicum Seminar Schedules set and distributed

1/21  CC  Final intern applicant rankings

**FEBRUARY**
2/14 Intern Selection Day
3 Dir. Visit Houston Campus
3 or 4 TD, Interns Texas Training Conference

MARCH
1 Prac. sts., sup’rs. Mid-Spring oral feedback review
2 Prac. Sup’rs. Contact practicum student’s faculty supervisor
2 Interns, Sup’rs. Midterm II oral feedback review
3/13-3/17 Spring Break (3/17 - University closed)
4 CC, AT Training Committee intern progress discussion
4 TD Individual meetings with interns to review Training Committee feedback

APRIL
1 TD, CC Set date for Summer Training Retreat
4/12-4/14 Dir. Texas University Counseling Center Association Conference (TUCCDA)
2 Good Friday
2 Discuss between-semester schedule
4/19 CC "Appreciate Your Secretary" Day
3 Dir. Order career testing supplies for Career Testing Class
4 Grp. Leaders Discuss summer group options

MAY
5/4 Last day of classes for Spring semester; no more evening hours until Fall semester
<table>
<thead>
<tr>
<th>Date</th>
<th>Department</th>
<th>Event Number</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/8-5/11</td>
<td>Prac. Sup'rs.</td>
<td>Final Spring practicum evaluations due, and final contact with faculty supervisors (if needed)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CC</td>
<td></td>
<td>Schedule end-of-the-year party</td>
</tr>
<tr>
<td>2</td>
<td>PC</td>
<td></td>
<td>Revise Practicum Program Description for Psychology Department</td>
</tr>
<tr>
<td>5/8</td>
<td></td>
<td></td>
<td>Midnight Breakfast (10:00 pm - 12:30 am)</td>
</tr>
<tr>
<td>2-3</td>
<td>FO</td>
<td></td>
<td>Set up system for career class, bring career testing manuals to Library Reserve Desk; schedule Don and Kris to speak at second class period</td>
</tr>
<tr>
<td>5/12</td>
<td>CC, FO</td>
<td></td>
<td>Summer Semester Planning Meeting</td>
</tr>
<tr>
<td>3-4</td>
<td>CC, FO</td>
<td></td>
<td>Equipment cleaning (audio, video, computers, etc.)</td>
</tr>
<tr>
<td>3-4</td>
<td>TD, Interns</td>
<td></td>
<td>Internship Program Evaluation meetings</td>
</tr>
<tr>
<td>3-4</td>
<td>FO, Dir.</td>
<td></td>
<td>Begin to revise database procedures as necessary (finish by 7/1/97)</td>
</tr>
<tr>
<td>4</td>
<td>FO</td>
<td></td>
<td>Summer Group flyer revised and sent to Duplicating</td>
</tr>
<tr>
<td>JUNE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>FO</td>
<td></td>
<td>Prepare Summer signup sheets for Coun. Rms., Conf. Rm., Library, &amp; cameras</td>
</tr>
<tr>
<td>1</td>
<td>CC, FO</td>
<td></td>
<td>Revise Annual Calendar</td>
</tr>
<tr>
<td>1-2</td>
<td>TD, Interns</td>
<td></td>
<td>Internship Program Evaluation meetings</td>
</tr>
<tr>
<td>1-2</td>
<td>TD, PC</td>
<td></td>
<td>Prepare Training Retreat agenda</td>
</tr>
<tr>
<td>1-4</td>
<td>CC, FO</td>
<td></td>
<td>Discuss revisions to Policies and Procedures Manual and Forms Manual</td>
</tr>
<tr>
<td>6/5</td>
<td></td>
<td></td>
<td>Summer I classes begin</td>
</tr>
<tr>
<td>6/6-6/29</td>
<td></td>
<td></td>
<td>Career Testing Students come to Counseling Center</td>
</tr>
<tr>
<td>Date</td>
<td>Role/Department</td>
<td>Task Description</td>
<td></td>
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<tr>
<td>2-3</td>
<td>FO</td>
<td>Finalize revisions to Policies and Procedures Manual</td>
<td></td>
</tr>
<tr>
<td>2-4</td>
<td>CC</td>
<td>Training Retreat</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>FO</td>
<td>Send invitations for End of Year Party</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>FO</td>
<td>New Student Orientation I</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td>Deadline for Fall practicum application materials</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>TD, FO</td>
<td>Arrange for intern certificates to be typed</td>
<td></td>
</tr>
</tbody>
</table>

**JULY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Role/Department</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FO</td>
<td>Mailing list developed for individuals who have requested internship application materials; letters mailed notifying of September mailing of materials</td>
</tr>
<tr>
<td>1</td>
<td>FO</td>
<td>Order nameplates, appointment books, and badges for new interns</td>
</tr>
<tr>
<td>1</td>
<td>Prac. sts., Sup’rs.</td>
<td>Mid-Summer oral feedback review</td>
</tr>
<tr>
<td>1</td>
<td>FO</td>
<td>Have intern certificates signed by President and V.P. Student Life</td>
</tr>
<tr>
<td>1</td>
<td>CC, Dir.</td>
<td>Review spending needs for current fiscal year, update staff library</td>
</tr>
<tr>
<td>1</td>
<td>TD</td>
<td>Send exit memo to current interns</td>
</tr>
<tr>
<td>1</td>
<td>TD, PC</td>
<td>Review audiovisual needs and request equipment/supplies</td>
</tr>
<tr>
<td>1</td>
<td>TC</td>
<td>Plan August Intern Orientation</td>
</tr>
<tr>
<td>1</td>
<td>FO</td>
<td>Print revised Policies and Procedures Manual and Forms Manual</td>
</tr>
<tr>
<td>7/4</td>
<td>FO</td>
<td>Independence Day (Holiday)</td>
</tr>
<tr>
<td>7/6</td>
<td>FO</td>
<td>Summer I ends</td>
</tr>
<tr>
<td>1-2</td>
<td>TC</td>
<td>Update list of reduced fee therapists for trainees</td>
</tr>
<tr>
<td>1-2</td>
<td>PC</td>
<td>Fall Practicum Students interviewed</td>
</tr>
<tr>
<td>1-4</td>
<td>FO</td>
<td>Begin data checks of Rbase data</td>
</tr>
</tbody>
</table>
7/11 Summer II begins

2 All End of year party (before any interns leave)

2 CC TWU New Student Orientation II

2 FO Pick up career testing manuals from Library Reserve Desk

2 Interns & Sup’rs. Term II evaluation forms, Supervisory Record Forms, and Spring-Summer Activity Summaries due to Training Director

2-4 TD, Interns Individual meetings for final review

4 CC TWU New Student Orientation III

3 PC, TC Fall Practicum Students selected

3-4 Interns leave

4 TD Final evaluation summaries sent to academic program directors for exiting interns

4 PC Plan Fall Practicum Orientation

**AUGUST**

8/1 New interns arrive

8/1-8/25 CC, FO New intern orientation

8/4-8/8 American Psychological Association (APA) convention, Washington

8/10 Last day of classes for Summer II

8/10 PC Send information letter to all new practicum students

8/11 FO Last day of 1999-00 data for annual report Data mailed from Houston to Denton

8/14-8/18 TD Goal-setting meetings with interns

8/16 CC, FO Fall semester planning meeting

8/16 TC Term I internship and case supervisors determined Fall practicum supervisors determined
<table>
<thead>
<tr>
<th>Date</th>
<th>Department</th>
<th>Action Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/21</td>
<td>FO</td>
<td>Prepare Fall signup sheets for Coun. Rms., Conf. Rm., Library, &amp; cameras. Interns begin seeing clients. New academic year begins for counting individual sessions.</td>
</tr>
<tr>
<td>8/21-8/24</td>
<td>FO, Dir.</td>
<td>Final check of data. Data tables generated for annual report. Database set up for 00-01, Denton and Houston.</td>
</tr>
<tr>
<td>8/23</td>
<td>CC, FO</td>
<td>Fall group flyers finalized (both composite flyer and for individual groups).</td>
</tr>
<tr>
<td>8/23</td>
<td>CC</td>
<td>TWU General Faculty Meeting, MCL Auditorium (10:00-1:00).</td>
</tr>
<tr>
<td>8/23-8/31</td>
<td>Dir.</td>
<td>Fall client hours and weekly schedules to front office.</td>
</tr>
<tr>
<td>8/30-8/31</td>
<td>CC</td>
<td>TWU New Student Orientation.</td>
</tr>
</tbody>
</table>
SEMESTER PLANNING

1. Approximately two to three weeks before the start of each semester, the staff will hold a semester planning meeting to determine assignments and scheduling for the upcoming semester. (Please see the Annual Calendar for Semester Planning meeting dates.)

2. At each scheduling meetings, the following items are discussed and scheduled:
   a. intake times
   b. administrative meetings:
      - staff meeting
      - Case Review
      - Training Committee
   d. training meetings:
      - Practicum Seminar
      - supervision of supervision
      - group supervision
      - Professional Issues Seminar
   e. evening and noon coverage
   f. outreach program themes
   g. special projects
   h. vacation/travel plans

3. Following the semester planning meeting, each staff member is responsible for determining or negotiating their own semester schedule by including the relevant items from the above list plus individual counseling hours and supervision for themselves and with their supervisees (if applicable). A copy of this schedule should be given to the front office by the date announced at the planning meeting and listed in the Annual Calendar. Individual counseling hours will be posted on a master chart (the dot chart). The Director or Clinical Case Manager will review the dot chart and may, on occasion, ask the staff to shift some individual client hours so that there is good availability of counseling hours throughout the week.

4. Once each month during the staff meeting when the on-call schedule for the upcoming month is reviewed, the staff will also review and update any vacation/trip plans for that month.
Hours of Operation for the Counseling Center

1. Normal hours of operation for the Counseling Center, from the first day of classes through the last day of classes during Fall and Spring semesters are 8:00 a.m. to 7:00 p.m. Monday through Wednesday and 8:00 a.m. to 5:00 p.m. on Thursday and Friday. Staff decide which evenings to remain open at the beginning of each semester.

2. During finals week of Fall and Spring semester, regular office hours will be 8:00 a.m. to 5:00 p.m. Group leaders will determine whether their groups will meet during finals week. If their group is meeting, the group leader(s) are responsible for arranging for group members to enter and leave the Counseling Center after normal office hours, if necessary.

3. From the first day of finals week in the Spring semester to the first day of classes in the Fall semester, office hours are 8:00 a.m. to 5:00 p.m.

4. Holiday hours are as follows:
   a. On the Wednesday before Thanksgiving the hours will be 8:00 a.m. to 5:00 p.m.
   b. During Christmas break, when the university is open, hours will be 8:00 a.m. to 5:00 p.m.

5. From time to time this office will close to allow staff to have retreats away from campus. Notice of these closings will be posted well in advance of the event and relevant offices will be notified that the beeper will be activated for emergencies.
USE OF COUNSELING CENTER BY OTHER UNIVERSITY DEPARTMENTS

From time to time, other university departments wish to use the facilities of the Counseling Center. In order to do so, the following steps must be taken:

1. Requests should be made to the Director well in advance of the event. A minimum of one month is highly advisable.

2. Requests for use of Counseling Center space should specify the dates, times, and purpose of the events. Use of Counseling Center space, particularly after normal Counseling Center hours requires:
   a. that the spaces be left in the condition in which they were found.
   b. food and beverages and their containers not be left in the building.
   c. arrangements for heating and air conditioning must be cleared through Pam Mason (Scheduling) and the Physical Plant.

3. Requests for use of Counseling Center equipment should specify the dates, times, and purposes of use. In most cases, equipment like that which is owned by the Counseling Center can be found in other university departments (e.g., Media Services) whose job it is to loan equipment.

4. Requests for testing materials should follow the procedures outlined in the "Using Psychological Tests in Classrooms" policy.
LONG DISTANCE TELEPHONE USE

1. Telephones in offices are the property of the State of Texas.

2. Long distance telephone calls made from state phones must be for state business.

3. Personal long distance phone calls placed from your office must be made by an outside long distance phone service - you must arrange to use some type of personal calling card when you dial.

4. Currently the Counseling Center budget provides for limited amounts of long distance service for all three campuses. Some time needs to be reserved to call clients who live outside of Denton. Please work hard to keep long distance charges to a minimum.

5. Long distance phone calls for office business are made in one of two ways.
   
a. Dial 9, area code, number, and long distance authorization code. Authorization codes are issued to paid staff when they complete a Long Distance Authorization Request during their first week of employment. Practicum students use the authorization of one of our secretaries.

   b. The university furnishes the office with a US Sprint credit card. All paid staff are given this number to use for business calls.

6. Because of the way the university bills for long distance calls, calls over 3 minutes long are cheaper if we use Sprint. Any time you know you will be talking for over 3 minutes, please use Sprint when you call long distance, especially when you are calling from your office. This will allow us to stretch our long-distance phone call budget.
1. We maintain a small staff library on the main floor. It can be used as a quiet place to study or contemplate.

2. The library contains books, pamphlets, and some journals, as well as an IBM compatible computer for staff use. Currently the computer contains a modem and the following software: MSOffice, Netscape. There is also a laser printer. Instructions for the use of this equipment can be had by asking other staff for help.

3. Materials taken from the library must be returned to the library.

4. Donations are welcomed.

5. Suggestions for new purchases may be given, in writing, to the Director. In most cases these suggestions will be put into a "wish list" file to await the end-of-the-year budget review.
1. A staff lounge is maintained on the main floor. It includes coffee pots for both regular and decaffeinated coffees, a small microwave oven, and a refrigerator.

2. Food placed in the refrigerator must be removed in a timely fashion unless you have a Chemistry Department research approval form on file with the Director.

3. Coffee is to be provided by those who drink it. If you drink the coffee, it is expected that you will bring some in and supply some filters as well. After much discussion, the office has decided that the correct amount of coffee for either machine is 4 spoonfuls per full pot of 12 cups.

4. The coffee machine to the left is the decaffeinated machine. Anyone found making other types of coffee in this machine will be suspended from their job without pay for a period equal to the time it takes those of us who drink decaffeinated coffee to withdraw from the caffeine.

5. The microwave oven may be used by anyone on staff. However, if you have any questions about the proper use of the oven, foods which can be successfully cooked in a microwave, or materials which can be placed in the oven, please ask before you experiment or you will be liable for the replacement of the oven if you damage it.

6. It is expected that you will always take time to clean up any mess you make.
In the event that one staff member has a grievance against another staff member, the following procedures will be observed:

1. If the grievance involves an ethical concern, all parties concerned are to follow the rules in the ethical standards which exist for such cases.

2. If university policies or personal concerns are the issue, the offended staff member should first approach the offender and attempt to work towards a suitable agreement. The offended may wish to consult with a clinical or an administrative supervisor before contacting the offender, but the offended is expected to contact the offender directly.

3. In the event that the situation is not resolved as a result of direct negotiation, the offended may bring the matter to the attention of the Director. In most cases, the Director will set up a joint meeting between herself or himself and the two parties involved. An attempt will be made to negotiate a settlement at this meeting.

4. If a settlement cannot be reached through these means, the two parties will be referred to the appropriate agency with the jurisdiction to resolve the conflict: VP for Student Life, Human Resources, etc.
GRIEVANCE PROCEDURE FOR CLIENTS

1. Clients who report a complaint to the front office will be informed that a grievance procedure exists and will be given a sheet which outlines that procedure. Clients will then determine at which point in the grievance procedure they are and pursue the next step, if they wish.

2. The steps in a grievance procedure are as follows:

   a. The client should first discuss the concern or complaint with their counselor. Because many complaints are issues which are therapeutic in nature, it is important that the client discuss these concerns with their counselor. The counselor should make appropriate notes in the Process Record that a complaint has been made by the client along with any information as to how the issue was or was not resolved.

   b. If the client is dissatisfied with the results of discussions with their counselor or is unwilling to discuss the issue with their counselor, the client may schedule an appointment to talk to the Director of the Counseling Center. This meeting will be used to discuss the nature of the complaint and any actions which have previously been taken to remedy the situation. If the client has not first talked to the counselor, the Director will, in most cases, refer the client back to the counselor. Where the client has already spoken with the counselor and felt dissatisfied with the results, the Director will record the client's complaint, speak to the counselor about the nature of the complaint, and determine what the appropriate next step within the agency should be. This may include, but is not limited to: arranging a meeting between the client, counselor, and Director; consulting with other Counseling Center staff members; consulting with other professionals; case review. The Director will then proceed with whatever steps are appropriate, informing both the client and counselor in writing of these steps, and seeking agreement on these steps from the client.

   c. If, at the end of this step, the client still feels the matter is not settled, a written report will be produced by the Director which documents the process to this point including the original complaint and all attempts to remedy the situation. This report will be signed by the client, counselor, and Director and forwarded to the Vice President for Student Life. In addition, a meeting will be arranged by the Director between the Vice President for Student Life, the counselor, and the client. The Vice President for Student Life will have final authority for any disposition of the complain, based on this meeting and any other information she requires.
ASSOCIATE STAFF PROCEDURES

The Counseling Center welcomes faculty members from appropriate departments to affiliate with this office for purposes of counseling with students and providing supervision and training of trainees. Association with this office allows faculty members the following advantages: an opportunity to maintain clinical skills; supervision of practicum students and doctoral interns; sharing information with colleagues via seminars and workshops. Faculty members who wish to serve as Associate Staff:

1. Must hold terminal degrees in their field and the appropriate state license (Psychologist, Professional Counselor, etc.) for their degree. If the faculty member is working towards licensure, it is unlikely that the counseling center staff will be able to provide supervision towards that licensure. However, all unlicensed counselors must have weekly clinical supervision acceptable to the Director of the Counseling Center.

2. Must maintain active membership in their professional organizations and adhere to all ethical standards of practice prescribed by their profession and other ethical standards described in this manual.

3. Are advised to carry malpractice insurance which will serve as adjunct coverage to any services which may be provided by the State Attorney General’s Office in the event of a lawsuit.

4. Should contact the Director of the Counseling Center about becoming associated with this office. A meeting with the Director and/or the Director of Training will be arranged to discuss the type of association being sought - supervision of practicum students/interns, counseling with clients, providing seminars, etc. Upon agreeing that an association with this office is appropriate, an informal written agreement will be drawn up which can be renegotiated as needs dictate.

5. Will be expected to attend some weekly case review meetings if involved in clinical work.

6. Will be expected to attend some Training Committee meetings if supervising.

7. Are expected to be familiar with all Counseling Center policies and procedures relevant to the services they provide.
1. Based upon the needs of the Counseling Center to supplement services, typically to special populations, volunteer service providers may be utilized by the Counseling Center. Decisions about accepting volunteer service providers will be made by the Director on a case-by-case basis in consultation with the Counseling Center staff. Most typically, volunteer service providers would co-lead a group with a Counseling Center staff member.

2. The volunteer service provider provides on-going service to the university community through the TWU Counseling Center for some specified period of time. The volunteer service provider is not paid for his or her work in the Counseling Center and does not receive academic credit for his or her work. The volunteer service provider must be supervised weekly by a designated Counseling Center staff member.

3. Volunteer service providers must perform their work under the following conditions:
   a. volunteers must not present themselves as members of the Counseling Center staff and must present themselves to service recipients as a volunteer.
   b. volunteers must adhere to all Counseling Center policies and procedures.
   c. volunteers must carry malpractice insurance.
   d. secretarial support will be limited to phone messages.
   e. volunteers are responsible for checking phone messages and for notifying the front office when they are present in the Counseling Center.
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1. Ethical Principles of Psychologists and Code of Conduct
2. General Guidelines for Providers of Psychological Services
3. Specialty Guidelines for the Delivery of Services by Counseling Psychologists
4. Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations
5. Professional Forum--Position Paper: Cross-Cultural Counseling Competencies
6. Principles Concerning the Counseling and Psychotherapy of Women
7. Ethical Standards of the American Association Statement of Ethical Principles and Standards
8. American College Personnel Association Statement for Ethical Principles and Standards
9. Ethical Guidelines for Group Counselors
10. Standards for Counseling Supervisors
11. Ethical and Legal Aspects of Clinical Supervision
13. Texas Woman's University Nondiscrimination Policy Statement