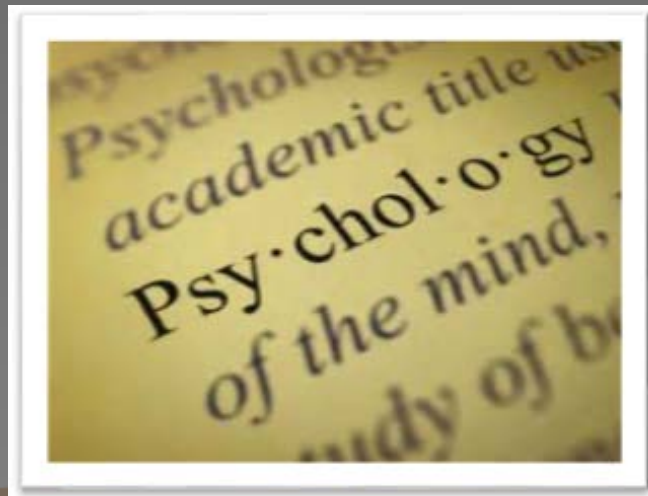




MARTIN
UNIVERSITY

Community Psychology Graduate Handbook



MARTIN UNIVERSITY
2023-2024

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Graduate Programs in Community Psychology

This handbook is designed to provide information about the Martin University Community Psychology Graduate Programs. Martin University offers three programs in Community Psychology. Two programs lead to a Master's of Science (MS) in Community Psychology. One is a 48-Credit-Hour Non-Licensing Track, and the other is a 60-Credit-Hour Licensing Track. The third program leads to a Certificate in Counseling and Clinical Studies.

The Community Psychology Graduate Program's mission is to provide a contemporary curriculum in an inclusive, supportive and collegiate University environment to students seeking advanced education in the field of mental health and addictions counseling.

The graduate programs in Community Psychology are academically structured for students to develop skills used in mental health counseling settings. The program's course content and experiential components incorporate a multi-cultural orientation to psychology. Upon program completion, the graduate will be prepared to enter the mental health counseling work force (e.g., public and private mental health counseling facilities) or continue graduate education toward a Doctor of Philosophy (Ph.D.) or a Doctor of Psychology (Psy.D.).

Community Psychology Program Process for New Admissions

Individuals interested in pursuing graduate study in all offered Community Psychology programs at Martin University must have earned a bachelor's degree from an accredited program of study with a minimum GPA of 3.0. An undergraduate major in Psychology is preferred but not required.

Applicants will need to complete the initial application process with the Office of Admissions. This includes:

1. Completing an application form indicating which program the applicant is seeking admission into and paying an application fee.
2. Having all prior *official* college transcripts forwarded by mail from *all* prior universities (whether degree conferring or not) directly to Martin University's Admissions Office.
 - a. Unofficial transcripts will not be accepted.
 - b. Hand carried transcripts will not be accepted.
 - c. Missing transcripts will result in a delay in processing the application.
 - d. Martin University students may request that official transcripts be sent through interoffice mail rather than through the USPS.
3. Having three *typed, signed, and dated* letters of recommendation from professional or academic persons who can comment on the applicant's ability to successfully complete graduate level work sent by mail directly from those individuals to the Office of Admissions.
 - a. Hand carried letters will not be accepted.
 - b. Emailed letters will not be accepted unless sent in PDF form, signed and dated, to the Admissions Office.
4. Submitting a 500-word *typed* personal essay. The personal essay should address why the applicant wishes to pursue a mental health counseling graduate degree/certificate, why the applicant wishes to pursue graduate study at Martin University, and a description of the applicant's personal and professional goals.
 - a. The personal essay will be evaluated on "Goodness of Fit" with the goals of the program.
 - b. The personal essay will be evaluated for logical reasoning, writing style, and professionalism.

When the applicant's packet of application materials is complete, the Office of Admissions will forward the completed packet to Community Psychology Faculty Lead for review. Based on this review, a decision will be made regarding acceptance into the Community Psychology program in which the applicant has applied. Some applicants may be contacted for a formal interview before a decision is made. Applicants should expect to receive a formal notification letter within two weeks of the completed application materials being sent to the Community Psychology Faculty Lead.

Notification of **Full Acceptance** indicates the applicant has met all criteria to be admitted as a graduate student in the selected Community Psychology program. The new student will meet with an academic advisor who advises the student regarding degree planning and course selection. Once the student has met with the academic advisor, the student may enroll in graduate courses.

Notification of **Provisional Acceptance** indicates the applicant is deficient in some of the criteria required for full acceptance into the Community Psychology graduate program. The issue(s) that led to provisional acceptance and any corrective actions required on behalf of the student before course enrollment is allowed will be explained in the provisional acceptance letter.

Notification of **Non-Acceptance** status indicates that the application review persons do not believe the applicant meets the criteria necessary to successfully complete the graduate-level work.

Please note that in some cases an applicant may already have a master's degree and be only in need of a few courses that qualifies him/her for licensing in the State of Indiana. In these cases, the applicant will still need to submit all the required materials above. However, if admitted the applicant will be accepted as a non-degree seeking student. Non-degree seeking students are not eligible for Title IV financial aid funding and will need to make alternative payment arrangements with the Martin University Registrar.

Also, note that applicants interested in only the Certificate in Counseling and Clinical Studies will be accepted as a non-degree seeking student. Non-degree seeking students are not eligible for Title IV financial aid funding and will need to make alternative payment arrangements with the Martin University Registrar.

Community Psychology Program Process for Re-Admission

Students previously admitted to the Community Psychology program who return after an absence of two academic years or longer will need to reapply and be readmitted to the program.

Students applying for re-admission will need to complete the re-admission process with the Office of Admissions. The readmission process includes completing an application, paying any admissions fee, and providing a typed readmission statement. This typed readmission statement should include:

1. A discussion as to why the student wishes to be re-admitted.
2. A discussion as how the student plans to be academically successful if challenges were experienced during their original admission (e.g., received final course grades below a B, cumulative GPA below 3.0).

When the re-admission packet of materials is complete, the Office of Admissions will forward the completed packet to Community Psychology Faculty Lead for review. Based on this review, a decision will be made regarding re-admission into the Community Psychology program. Some students may be contacted for a formal interview before a decision is made. Students applying for readmission should expect to receive a formal notification letter within two weeks of the completed re-admissions materials

being sent to the Community Psychology Faculty Lead.

Community Psychology Program Process for Admission into the Licensing Track after Completing the Non-Licensing Track

Some students who complete the non-licensing track and graduate may desire to be readmitted at a later date to complete the licensing track courses. The admissions process for this includes:

1. Completing an application form indicating which program the applicant is seeking admission into and paying an application fee.
2. Submitting a 500-word *typed* personal essay. The personal essay should address why the applicant wishes to complete the licensing-track courses and a summary of his/her work in the mental health and/or addictions counseling field.
3. (Optional) Complete a Pre-Practicum Course waiver form. This is recommended if the applicant is currently working in the mental health field and has worked in the field for a period of at least one year.

Please note that if an applicant is accepted into the licensing-track, he/she will be admitted as a non-degree seeking student. Non-degree seeking students are not eligible for Title IV financial aid funding and will need to make alternative payment arrangements with the Martin University Registrar.

Residency Requirement and Transfer of Graduate Credit

Martin University has a residency requirement regarding graduate coursework in its Community Psychology programs. Students enrolled in the 48-non-licensing track and 60-hours licensing track must complete at least 75% of their credit hours at Martin University. Students in the Certificate Program must complete all of their courses at Martin University.

The Community Psychology Master's Program will consider transferring a maximum of 12 graduate credit hours earned in other accredited graduate programs within or outside of Martin University for students enrolled in the 48-non-licensing track and 60-hours licensing track. Previous graduate practicum/internship work and thesis work will not be transferred to Martin University. Graduate courses with grades below a B are not transferrable. Transfer credit will not be approved for those students in the Certificate Program.

Students interested in transferring graduate credit from other graduate programs must make a formal request in writing to the Community Psychology Faculty Lead. This entails providing in written detail what previous graduate work the student wishes to transfer and what coursework the previous work is to replace in the student's current degree plan. The student may also be asked to provide relevant documents (i.e., course syllabus, possibly course textbook, copies of graded tests, official transcripts) supporting the transfer of previous graduate credit. Submitted materials will be reviewed by the Community Psychology faculty to determine if the transfer of credit is granted. Students will be notified in writing after a decision has been made.

Institutional Learning Outcomes

Institutional Learning Outcomes (ILO's) include the knowledge, skills, and competencies embedded within every aspect of the college to inspire and enhance each student's transferrable learning skills. The ILO's represent the broad categories of competence that enable students to be successful in further education, careers, as citizens and in their personal lives. Martin University has four ILO's that it expects students to demonstrate upon their program completion. They are:

COMMUNICATION SKILLS

Students will effectively express and exchange ideas through listening, speaking, reading, writing and other modes of interpersonal expression as demonstrated in the following:

- Create a written summary of the main ideas extracted from information gathered. (CS1)
- Effectively organize communications, ensuring there is a clear introduction and conclusion, the content is well-sequenced and there are appropriate transitions. (CS2)
- Know and use the active listening skills. (CS3)
- Make effective presentation, formatting and stylistic choices when developing communication. (CS4)
- Translate or explain what written information means and/or how it can be used. (CS5)
- Understand the role of context, audience and purpose when developing a communication. (CS6)
- Use appropriate posture, gestures, eye contact and vocal expressiveness to effectively communicate information. (CS7)
- Use high-quality, credible, relevant sources to support writing. (CS8)
- Use visual representations such as graphs, charts or graphics to enhance the meaning of the message that is being communicated. (CS9)
- When communicating, use language that is appropriate to the audience. (CS10)

CRITICAL THINKING AND QUANTITATIVE REASONING

Critical thinking and quantitative reasoning provide students with the knowledge, skills, and perspectives needed to appreciate many viewpoints, a key measure of a liberal area's education. It serves as the foundation for all intellectual activity, including problem-solving, inquiry, and decision-making. Philosophical learning promotes informed reflection on various areas, topics, and figures in philosophy. Students learn to formulate and defend solutions to philosophical and ethical issues related to social, cultural, economic, and political factors that affect communities. Students will be able to gather and synthesize relevant information, evaluate alternatives and implement creative and effective solutions as demonstrated by the following:

- Clearly and completely state and describe a problem/issue. (CT1)
- Consider the context, costs, benefits and consequences of potential solutions to problems or issues. (CT2)
- Create and/or organize data and information into meaningful patterns in order to interpret and draw inferences from it. (CT3)
- Develop a plan to implement a solution to a problem or issue. (CT4)
- Evaluate information to identify limitations and biases. (CT5)
- Identify quality sources for data and information pertinent to a problem or issue being examined. (CT6)
- Identify the best solution to a problem or issue. (CT7)
- Use creativity and alternate thinking to brainstorm new ideas and possible solutions to problems or issues. (CT8)
- Use rules or frameworks to provide context for and understand problems or issues. (CT9)
- Use well-designed search strategies to gather data and information. (CT10)

CULTURAL AWARENESS

Martin University students encounter a broad spectrum of human values and behaviors that are different from their own. In doing so, students develop a broader understanding of who they are, individual potential, and the kind of dangers that threaten individuals, families, communities, and nations, and to develop an understanding of what they see as the meaning of life. As students of Martin University are prepared to become future leaders who value human life and diversity, the following courses have been identified to provide them with knowledge about who they are and their role in shaping the future of the world in which we live. Students will be able to understand how culture affects their everyday decisions as demonstrated by the following:

- Become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences. (CA1)
- Seek to understand how their actions affect both local and global communities. (CA2)
- Address the world's most pressing and enduring issues collaboratively and equitably. (CA3)
- Explain how similar actions can be understood differently depending on cultural context. (CA4)
- Evaluate the impact of culture on individuals and groups. (CA5)
- Demonstrate the ability to articulate his/her key cultural traditions. (CA6)
- Demonstrate a basic appreciation of the diversity of the human experience. (CA7)
- Be able to compare and contrast diversity in human history. (CA8)
- Demonstrate a basic ability to analyze and evaluate the interconnectedness of local, national, and global communities. (CA9)

WORKFORCE ESSENTIALS PROFESSIONALISM

Workforce essential courses will provide students with the knowledge of computers, professional etiquette, and community service knowledge that will facilitate students' preparation for the workplace and educational experience across the curriculum. Students will understand the nature and role of the workforce and become competent to enter the workforce and advance in their careers effectively. Students will:

- Demonstrate an adequate understanding of computing fundamentals, including hardware, basic software, and operating systems. (WE1)
- Demonstrate an adequate ability to use the internet and apply technical knowledge and skills in real-life situations. (WE2)
- Demonstrate a basic attitude of civic mindedness. (WE3)
- Demonstrate an adequate ability to reflect his/her moral and ethical choices in making career decisions. (WE4)
- Practice professionalism and ownership demonstrate professional growth and learning. (WE5)
- Demonstrate appropriate professional and self-management practices. (WE6)
- Demonstrate personal accountability. (WE7)
- Demonstrate ethical behavior. (WE8)
- Demonstrate teamwork. (WE9)

Program Requirements for the Community Psychology Masters of Science Degree Programs

The Community Psychology Masters of Science Degree Program offers a 60-credit-hour program (licensing track) for persons desiring to be licensed as a mental health counselor (LMHC) and/or licensed clinical addiction counselor (LCAC) in the State of Indiana and a 48-credit-hour program (non-licensing track) for persons not desiring to be licensed.

Both tracks have several learning outcomes students are expected to demonstrate upon completion of the program. More specifically, students will be able to:

1. Analyze and apply theories and concepts associated with normal and abnormal human behavior, developmental processes, personality processes, cultural awareness, and contextual dimensions of mental health in professional settings.
2. Assess, analyze, and synthesize client information and presenting diagnostic symptoms that are used to formulate an accurate client conceptualization, diagnosis, and treatment plan.
3. Appropriately apply and evaluate the effectiveness of evidenced-based individual, group, community-based, and career decision-making counseling techniques.
4. Apply evaluative skills that incorporate the use of scientific research methodologies and statistical analyses.
5. Compare and contrast historical mental health practices to current mental health practices.
6. Appropriately evaluate situations within the professional setting so as to make sound professional decisions and demonstrate ethical practices.

60-Credit-Hour Licensing Track

It is highly recommended students wishing to work in the applied mental health field complete the 60-credit-hour licensing track coursework. Although this does not guarantee licensing or employment, a growing trend is that persons with master's degrees in Psychology are becoming licensed. In the near future, it is likely that individuals with master's degrees in Psychology, who are not licensed, will be at a disadvantage regarding mental health employment.

The Community Psychology graduate program at Martin University provides the academic component for those who wish to pursue Indiana State licensing as a Licensed Mental Health Counselor and/or Licensed Clinical Addictions Counselor (LCAC). (Note that additional hours of post-graduate supervised work and passing a State-administered exam are also required by the State before a license will be granted.)

Students in the 60-Credit-Hour Licensing Track must complete the following courses with a final grade of "B" or better:

Course #	Course Title	Credit Hours
CPY 500	Introduction to Community Psychology	3
CPY 514	Fundamentals of Counseling and Psychotherapy	3
CPY 515	Foundations of Addiction Counseling	3
CPY 520	Personality	3
CPY 524	Developmental Psychology	3
CPY 529	Pre-Practicum	3
CPY 531	Group Dynamics	3
CPY 535	Counseling Addicted Family Systems	3
CPY 536	Theories and Techniques of Counseling and Psychotherapy	3
CPY 537	Psychopathology	3
CPY 540	Psychological Assessment	3
CPY 544	Research and Program Evaluation	3
CPY 600	Seminar in Counseling Ethnic Minorities	3
CPY 620	Professional Ethics	3
CPY 630	Lifestyle and Career Development	3

CPY 640	Psychopharmacology	3
CPY 700	Thesis/Graduate Research Paper	3
CPY 542	Clinical Practicum I*	1.5
CPY 543	Clinical Practicum II	1.5
CPY 561	Internship I**	3
CPY 562	Internship II	3
* CPY 542 and CPY 543 must be taken during the same academic semester		
** CPY 561 and CPY 562 must be taken during the same academic semester		

Community Psychology Practicum and Internship Policies and Procedures

Martin University's Masters in Community Psychology 60-Credit-Credit Hour Licensing Track Program is designed to provide the educational components necessary for persons to meet the Indiana State licensing requirements for the Licensed Mental Health Counselor (LMHC) and Licensed Clinical Addictions Counselor (LCAC) endorsement. The program is only designed to meet Indiana State educational requirements for the LMHC and LCAC, not other master's level programs that are licensable in the Indiana (e.g., Licensed Clinical Social Worker (LCSW), Licensed Marriage and Family Therapist (LMFT)). Persons interested in those State endorsements should seek out education programs outside of Martin University that specialize in that training. Moreover, completion of the Martin University program does not necessarily mean that a person will be licensable in another state, as other states may have different educational licensing requirements. Persons who plan on residing in a different state should inquire into that state's licensing requirements before enrolling in the Martin University Community Psychology program.

As part of the Indiana licensing requirements, students must complete a supervised practicum and internship as part of their master's level program. These are experiences in which students provide direct services to clients in a mental health setting. An overview of the specific practicum and internship State requirements are provided below.

Practicum Requirements: To meet Indiana license eligibility requirements, students are required to complete a 100-hour practicum at a Martin University approved mental health or mental health related facility. Of these 100 hours, a minimum of 40 hours are required for direct client contact and a minimum of 10 of these hours must include group counseling work. The balance of the 100 hours is accounted for by other clinically relevant activities that do not include direct client contact (e.g., supervision, training, professional development). In addition, students are required to receive a minimum of 1 hour of individualized clinical supervision each week and a minimum 1.5 hours of group supervision each week. For students seeking licensure as an LCAC, the practicum must take place at a facility in which addictions counseling is offered.

At Martin University, the practicum requirement is met by completing 50 hours in CPY 542 Practicum I and 50 hours in CPY 543 Practicum II. Working with the Martin University Clinical Training Director, students will be placed at a Martin University approved site. The practicum will include the following activities: client assessment/intake, direct individual counseling, group counseling, consultation, guidance/development/outreach, case management, supervision, staff meetings/case conferences, and program development. Individual supervision will occur weekly at the practicum site with the site supervisor. Group supervision will occur weekly at Martin University with a qualified supervisor.

Internship Requirements: To meet Indiana license eligibility requirements, the internship requires 600 hours of supervised training. Of these 600 hours, a minimum of 240 hours is required for direct client contact. The balance of the 600 hours is accounted for by other clinically relevant activities that do not

include direct client contact (e.g., supervision, training, professional development). In addition, students are required to receive a minimum of 1 hour of individualized clinical supervision each week and a minimum 1.5 hours of group supervision each week. For students seeking licensure as an LCAC, the internship must take place at a facility in which addictions counseling is offered.

At Martin University, the internship requirement is met by completing 300 hours in CPY 561 Internship I and 300 hours in CPY 562 Internship II. Working with the Martin University Clinical Training Director, students will be placed at a Martin University approved site. Internship activities include the following: client assessment/intake, direct individual counseling, group counseling, consultation, guidance/development/outreach, case management, supervision, staff meetings/case conferences, and program development. Individual supervision will occur weekly at the internship site with the site supervisor. Group supervision will occur weekly at Martin University with a qualified supervisor.

As indicated above the practicum and internship is a supervised experience, and weekly individual and group supervision is provided by an approved supervisor. An approved supervisor is defined as a person who possess at least a Master's degree in counseling or related human service profession (e.g., social work, psychology, psychiatric nursing, school psychology) and is licensed by the State of Indiana. The acceptable licenses include the following: LMHC, LMFT, LCSW, LCAC, School Psychologist, HSPP Psychologist, Boarded Psychiatrist, or Master's level Nurse Specialist in Psychiatry. The Clinical Training Director will assure that placement site supervisors meet the supervisor requirements.

Students may participate in a practicum and internship on or off campus in a variety of settings. Off-campus sites must be approved of by the Clinical Director. Practicums and Internships are not paid positions. However, students may participate in a practicum or internship site at their place of employment providing that it is approved by the Clinical Director and Practicum/Internship Site. Please note that the University has identified several off-campus sites that will provide practicum and internship experiences for Martin students. These sites provide supervision during normal business hours Monday through Friday. Currently, these sites do not typically provide supervision during the evening or on weekends. Student who are expecting to be placed by the University at a site must be able to work hours in which supervision is available at the site. Students who cannot meet this requirement, should self-seek a site that can meets the availability needs or reconsider completing the licensure track.

When students have finished their practicum and internship courses, they should have, at a minimum, the State-required 700 hours of clinical experience with at least 100 hours of those hours consisting of combined individual and group supervision.

Site Approval Process

As per Indiana State Code, Martin University is allowed to place students at University approved practicum and internship sites external to the University. It is the University's responsibility to ensure that external sites have the capacity to meet State practicum and internship requirements (e.g., clinical experiences, appropriate level of supervision). As such the University has a process to approve an external practicum and internship site. This process is as follows:

1. A site will be identified as a potential practicum and internship training site for Martin University students.
2. The Clinical Training Director will of contact the administrators and clinical directors at the site to discuss the viability of assigning students to the site. As part of this communication, a site packet is shared that identifies the parameters of student training. Also, the Clinical Training

Director will verify the license of the site clinical supervisor(s) with the State Professional Licensing Agency (PLA).

3. After several communications and if the agency agrees to move forward, the Clinical Director sends a MOU agreement to the site for signature. Upon signature by the site, the MOU is signed by the Martin University Provost.

Student Placement Process

The Clinical Training Director is responsible for placing practicum and internship students at clinical sites. Site placement is based on the student level of experience, training needs, and areas of student-identified treatment interests. The process for placing students at a site is as follows:

1. The Clinical Training Director will work with the student to determine training needs, prior clinical experiences, and interests. As part of this process, the student will develop a resume. Moreover, the student will review and sign a Student Training Agreement (STA) that sets forth the specific anticipated and typical duties the students will be assigned for patient/client direct and indirect services. That form also details the number of hours each week on average the student will complete at a site, general a minimum of 20 hours per week.
2. Based on this collaborative effort, a student resume will be sent to a potential placement site.
3. The site will review the resume and interview the student. After this review process, the site and the student will make a determination if the placement is a good match.
4. If the site is determined as a good match, the student will be placed at the site.
5. If the site is not determined as good match, then an alternative site will be identified based on the process outlined in steps 2-4 above.
6. Once a placement is made, the Clinical Training Director monitors student progress weekly without interruption until their work is completed. Sometimes challenges may occur during the course of completing the practicum and internship (e.g., personal/family issues, primary employment demands, illness). In these situations, the Director of Clinical Training will work with the student and placement site to help resolve these challenges.

Site Responsibilities

As indicated above, all practicum and internship sites must be approved by Martin University and a signed MOU must be in place before students can begin work at the site. Once a site has been approved by the University and student placement has been made, it is the site's responsibility to:

1. Orient the student to the site's policies and procedures and discuss and special ethical and/or legal issues the student should be aware of when working with the target client population.
2. Provide mental health work experience for placed students that meet the University and Indiana code requirements.
3. Provide a minimum of one-hour, weekly individual supervision from an approved site supervisor for each placed student.
4. Review for accuracy and sign weekly log sheets completed by the student.
5. Provide a mid-term and final evaluations of student performance.
6. Contact the Clinical Training Director or Martin University Community Psychology Faculty Lead if issues arise related to student performance/behavior or the site's ability to provide practicum/internship experiences that are consistent with University requirement and Indiana Code.

Student Requirement and Responsibilities

Students are required to complete the following practicum prerequisite courses before enrolling in Practicum courses:

- CPY 540 Psychological Assessment
- CPY 536 Theories and Techniques of Counseling and Psychotherapy
- CPY 537 Psychopathology
- CPY 529 Pre-Practicum (A waiver of this course is possible for students who have a minimum of one-year clinical work experience, are currently working in the mental health (or related) field and receive a favorable review from their current supervisor. Please see the CPY 529 course instructor for a copy of this waiver form to complete.)

Students are required to complete the Practicum courses before enrolling in the Internship courses. A student may enroll in the Internship courses if he/she will be completing the Practicum course requirements during the semester in which he/she seeks to enroll in the Internship courses.

Students may participate in a practicum and internship on or off campus in a variety of settings. Historical, Martin University practicums and internships have occurred off-campus. All off-campus sites must be approved of by the Clinical Training Director. The Clinical Training Director will assist the student in site placement based on student desired training and site availability. The student is responsible for working with the Clinical Training Director to assist in determining appropriate site placement.

Once placed at a site, students are responsible to provide work at the site during the hours agreed upon by the student and the site. It is the responsibility of the student to notify the site supervisor prior to missing any scheduled work time and make arrangements to make-up any work hours.

Students are responsible for completing weekly written log-sheets of their practicum/internship experiences. These log-sheets provided documentation of student clinical experience progress and serve as the basis for the University verify to the State that the practicum/internship requirements have been met. Completed log-sheets must be signed and dated by the site supervisor and student. It is the student's responsibility to collect the site supervisor's signature for each completed log sheet. It is the responsibility of the student to make copies of signed log-sheets, retaining a copy for him/her records and submitting the original log-sheets to the University's Clinical Training Director for the University's record.

It is the student's responsibility to contact the University's Clinical Training Director if there are issues at the clinical site that impede completion of the student's clinical work, and the Director will follow up with the student and site supervisor. Students who are placed in a situation where the level of supervisor is not adequate will be pulled and reassigned.

Professional demeanor and behavior are considered paramount in this program. It is the student's responsibility to present his/herself in a professional manner and abide by all mental health ethical standards as well as practicum/internship site policies and procedures during the practicum/internship experiences. If a student is concerned about any aspects of the practicum/internship site (e.g., ethical practices, supervision issues), the student must discuss the issue with the University's Clinical Training Director before taking any independent action. If a student is dismissed from (or otherwise not successful at) one practicum/internship site, that student will be offered additional coaching and training to remediate any missing skills and an attempt will be made to place the student at a second site. A

student who is dismissed from (or otherwise not successful at) two practicum/internship sites (in any combination) may be dismissed from the licensing-track program. Such decisions will be made on a case-by-case basis, as they arise, at the combined discretion of the University's Clinical Training Director and Community Psychology Faculty Lead. In such cases of licensing-track dismissal, the student will be permitted to complete their master's degree through the non-licensing track but will not be placed in another site through Martin University's program. The student dismissed from the licensing-track process may appeal the decision through the Student Grievance process, discussed in this document.

All students are expected to complete the clinical series: Practicum (CPY 542 and CPY 543) and Internship (CPY 561 and CPY 562) during a 2-year period. These courses are sequential, which means that Practicum coursework must be completed before enrolling in the Internship courses. Also, students are not allowed to enroll in both practicum and internship courses during the same semester. The anticipated minimum participation in each clinical experience is 20 hours per week at the approved Clinical Site. Permission from the Clinical Director must be obtained if a student cannot meet the minimum of 20 hours per week.

Practicums I and II are expected to be completed within the semester in which the student is enrolled for the courses. However, if needed, an additional one semester extension will be granted to complete practicum requirements. Under this scenario, a grade of "I" will be given at the end of the semester in which the student is enrolled in the practicum courses. A final grade will be given during the next semester. If the practicum coursework is not completed by the end of the next semester, a final grade of "F" will replace the "I" and the student will need to enroll in the practicum course(s) again. Note that students are responsible for continuing to attend weekly group supervision meetings at the University, even if the semester has ended in which the student was enrolled for the practicum course. Students are required to attend this weekly meeting until the 100-hour practicum requirement has been met.

It is understood that Internship I and II may not be completed within the semester in which the student is enrolled for the courses. If needed, a two-semester extension will be granted to complete internship requirements. Under this scenario, a grade of "I" will be given at the end of the semester in which the student is enrolled in the internship courses. A final grade will be given during the next two semesters. If the internship coursework is not completed by the end of the two-semester extension, a final grade of "F" will replace the "I" and the student will need to enroll in the internship course(s) again. Note that students are responsible for continuing to attend weekly group supervision meetings at the University, even if the semester has ended in which the student was enrolled for the internship course. Students are required to attend this weekly meeting until the 600-hour internship requirement has been met.

Students are responsible for completing an end-of-practicum/internship survey about their practicum and internship experiences.

Martin University Responsibilities

Martin University has several responsibilities in the conduct and oversight of student practicum and internship experiences. These responsibilities are as follows:

1. Ensure that students have successfully completed all program prerequisite course requirements prior to enrolling in the practicum and internship courses.
2. Identify and approve all clinical sites external to the University.
3. Assist practicum and internship students with site placement.
4. Monitor student progress once a site placement has been made.

5. Conduct weekly group supervision meetings with practicum and internship students. This supervision will last no less than 1.5 hours per week.
6. Assist in resolving any student or site issues that arise as part of the practicum and internship experience.
7. Collect and store weekly log sheets, site reviews of students, and student reviews of sites.
8. Assign a final grade for practicum and internship courses in which the student has enrolled and completed.
9. Sign appropriate State licensing documents when students apply for licensing.

Two-Year Course Sequence

The 60-Credit-Hour Licensing Track can be completed in two academic years if matriculation starts in the fall semester. To do so, it is recommended the entering student take courses in the order presented below. If the student does not adhere to this schedule, **the courses will not be offered until the same semester the following year.** Failure to comply with the suggested course order will increase the time the student takes to complete the degree.

First Year Fall Semester

CPY 540	Psychological Assessment (prerequisite to begin practicum work)
CPY 537	Psychopathology (prerequisite to begin practicum work)
CPY 500	Introduction to Community Psychology
CPY 520	Personality

First Year Spring Semester

CPY 536	Theories and Techniques of Counseling and Psychotherapy (prerequisite to begin practicum work)
CPY 531	Group Dynamics
CPY 620	Professional Ethics
CPY 529	Pre-practicum (prerequisite to begin practicum work)

First Year Summer Semester

CPY 514	Fundamentals of Counseling and Psychotherapy
CPY 630	Lifestyle and Career Development
CPY 640	Psychopharmacology
CPY 542	Practicum I (prerequisite to begin Internship)
CPY 543	Practicum II

Second Year Fall Semester

CPY 544	Research and Program Evaluation
CPY 700	Thesis/Graduate Research Paper
CPY 535	Counseling Addicted Family Systems
CPY 561	Internship I
CPY 562	Internship II

Second Year Spring Semester

CPY 524	Developmental Psychology
CPY 600	Seminar in Counseling Ethnic Minorities
CPY 515	Foundations of Addiction Counseling

Alternative Course Sequence

Students may also complete the program on a less than full-time basis, but this will extend program participation to three years or more. There are many possible course sequence combinations for students completing the program on a part-time basis, and the faculty mentor and student will determine the optimal course sequence. Nevertheless, below is one such sequence for completing the program in three years.

First Year Fall Semester

CPY 537	Psychopathology (prerequisite to begin practicum work)
CPY 540	Psychological Assessment (prerequisite to begin practicum work)

First Year Spring Semester

CPY 536	Theories and Techniques of Counseling and Psychotherapy (prerequisite to begin practicum work)
CPY 529	Pre-practicum (prerequisite to begin practicum work)

First Year Summer Semester

CPY 630	Lifestyle and Career Development
CPY 514	Fundamentals of Counseling and Psychotherapy

Second Year Fall Semester

CPY 500	Introduction to Community Psychology
CPY 520	Personality

Second Year Spring Semester

CPY 620	Professional Ethics
CPY 600	Seminar in Counseling Ethnic Minorities
CPY 542	Practicum I (prerequisite for Internship)
CPY 543	Practicum II

Second Year Summer Semester

CPY 561	Internship I (not required for non-licensing track)
CPY 562	Internship II
CPY 640	Psychopharmacology

Third Year Fall Semester

CPY 544	Research and Program Evaluation
CPY 700	Thesis/Graduate Research Paper
CPY 535	Counseling Addicted Family Systems

Third Year Spring Semester

CPY 524	Developmental Psychology
CPY 515	Foundations of Addictions Counseling
CPY 531	Group Dynamics

Program Course Content Information (State of Indiana Requirement)

The State of Indiana requires that persons pursuing licensing as a mental health counselor complete study in several different content areas. The table below identifies those content areas and the course(s) that the Community Psychology Graduate Program provides to fulfill this content requirement.

Content Area	Martin University Course(s) Fulfilling Content Requirement
Human Growth and Development	CPY 524 Developmental Psychology
Social and Cultural Foundations	CPY 600 Seminar in Counseling Ethnic Minorities
Helping Relationships	CPY 536 Theories and Techniques of Counseling and Psychotherapy
Group Work	CPY 531 Group Dynamics
Career and Lifestyle Development	CPY 630 Lifestyle and Career Development
Appraisal	CPY 540 Psychological Assessment
Research and Program Evaluation	CPY 544 Research and Program Evaluation
Professional Orientation	CPY 620 Professional Ethics
Foundations of Mental Health Counseling	CPY 514 Fundamentals of Counseling and Psychotherapy
Contextual Dimensions of Mental Health Counseling	CPY 500 Introduction to Community Psychology
Knowledge and Skills for the Practice of Mental Health Counseling	CPY 542 Clinical Practicum I CPY 543 Clinical Practicum II CPY 561 Internship I CPY 562 Internship II

The State of Indiana requires that persons pursuing licensing as a clinical addictions counselor complete study in several different content areas. The table below identifies those content areas and the course(s) that the Community Psychology Graduate Program provides to fulfill this content requirement.

Content Area	Martin University Course(s) Fulfilling Content Requirement
Human Development	CPY 524 Developmental Psychology
Psychopathology	CPY 537 Psychopathology
Psychopharmacology	CPY 640 Psychopharmacology
Theories and Techniques of Addiction Counseling	CPY 515 Foundations of Addiction Counseling
Group Addiction Counseling	CPY 531 Group Dynamics
Counseling of Addicted Family Systems	CPY 535 Counseling Addicted Family Systems

Multicultural Counseling	CPY 600 Counseling Ethnic Minorities
Clinical Assessment and Appraisal	CPY 540 Psychological Assessment
Clinical Problems	CPY 536 Theories and Techniques of Counseling and Psychotherapy
Research Methods in Addiction	CPY 544 Research Methods and Program Evaluation
Assessment and Appraisal of Individual or Interpersonal Disorders	CPY 540 Psychological Assessment
Professional, Ethical, and Legal Standards, as Related to Addiction Counseling	CPY 620 Professional Ethics

48-Credit-Hour Non-Licensing Track

Students who do *not* intend to pursue Indiana state licensure as a Mental Health Counselor may complete the 48-Credit-Hour Non-Licensing Track. Students in this track may begin the program in any semester and must complete the following courses with a final grade of “B” or better:

Course #	Course Title	Credit Hours
CPY 500	Introduction to Community Psychology	3
CPY 514	Fundamentals of Counseling and Psychotherapy	3
CPY 515	Foundations of Addiction Counseling	3
CPY 520	Personality	3
CPY 524	Developmental Psychology	3
CPY 531	Group Dynamics	3
CPY 535	Counseling Addicted Family Systems	3
CPY 536	Theories and Techniques of Counseling and Psychotherapy	3
CPY 537	Psychopathology	3
CPY 540	Psychological Assessment	3
CPY 544	Research and Program Evaluation	3
CPY 600	Seminar in Counseling Ethnic Minorities	3
CPY 620	Professional Ethics	3
CPY 630	Lifestyle and Career Development	3
CPY 640	Psychopharmacology	3
CPY 700	Thesis/Graduate Research Paper	3

In the case that a student decides to return to the University to complete their clinical hours for licensure after their Community Psychology MS degree has been conferred, **the student must enroll as a non-degree-seeking student and will not be eligible for Federal Financial Aid.**

Two-Year Course Sequence

The 48-Credit-Hour Non-Licensing Track can be completed in two academic years if matriculation starts in the fall semester. To do so, it is recommended the entering student take courses in the order presented below. If the student does not adhere to this schedule, **the courses will not be offered until the same semester the following year.** Failure to comply with the suggested course order will increase the time the student takes to complete the degree.

First Year Fall Semester

CPY 540	Psychological Assessment
CPY 537	Psychopathology
CPY 500	Introduction to Community Psychology
CPY 520	Personality

First Year Spring Semester

CPY 536	Theories and Techniques of Counseling and Psychotherapy
CPY 531	Group Dynamics
CPY 620	Professional Ethics

First Year Summer Semester

CPY 514	Fundamentals of Counseling and Psychotherapy
CPY 630	Lifestyle and Career Development
CPY 640	Psychopharmacology

Second Year Fall Semester

CPY 544	Research and Program Evaluation
CPY 700	Thesis/Graduate Research Paper
CPY 535	Counseling Addicted Family Systems

Second Year Spring Semester

CPY 524	Developmental Psychology
CPY 600	Seminar in Counseling Ethnic Minorities
CPY 515	Foundations of Addiction Counseling

Alternative Course Sequence

Students may also complete the 48-Credit-Hour Non-Licensing track on a part-time basis, but this will extend program participation to three years or more. There are many possible course sequence combinations for students completing the program on a part-time basis, and the faculty mentor and student will determine the optimal course sequence. Nevertheless, below is one such sequence for completing the program in three years.

First Year Fall Semester

CPY 537	Psychopathology
CPY 540	Psychological Assessment

First Year Spring Semester

CPY 536	Theories and Techniques of Counseling and Psychotherapy
CPY 620	Professional Ethics

First Year Summer Semester

CPY 630	Lifestyle and Career Development
CPY 514	Fundamentals of Counseling and Psychotherapy
CPY 640	Psychopharmacology

Second Year Fall Semester

CPY 500	Introduction to Community Psychology
CPY 520	Personality

Second Year Spring Semester

CPY 531	Group Dynamics
CPY 600	Seminar in Counseling Ethnic Minorities

Second Year Summer Semester

No Courses

Third Year Fall Semester

CPY 544	Research and Program Evaluation
CPY 700	Thesis/Graduate Research Paper
CPY 535	Counseling Addicted Family Systems

Third Year Spring Semester

CPY 524	Developmental Psychology
CPY 515	Foundations of Addictions Counseling

Clinical and Counseling Studies Graduate Certificate

Martin University offers a 12-credit-hour graduate certificate in Clinical and Counseling Studies. Upon successful completion of the four-course sequence, students will be able to perform skills frequently used in the mental health treatment settings. These skills include the assessment of mental health issues, the diagnosis of mental health issues, basic evidenced-based treatment skills frequently used in mental health settings, and professional and ethical behavior expectations in mental health treatment settings.

The program is designed to provide entry-level, frequently used skills for persons desiring to work in a variety of mental health treatment settings. These settings include outpatient mental health clinics, hospitals, correctional facilities, and other areas of social service. Credits earned in the program are transferrable to the Martin University Community Psychology MS Program for those who wish to earn their master's degree or pursue Indiana State licensing as a Licensed Mental Health Counselor (LMHC).

The certificate program has several learning outcomes that students are expected to demonstrate upon completion of the program. More specifically, students will be able to:

1. Assess, analyze, and synthesize client information and presenting diagnostic symptoms that are used to formulate an accurate client conceptualization, diagnosis, and treatment plan.
2. Appropriately apply evidenced-based mental health treatment techniques and evaluate their effectiveness.
3. Appropriately evaluate situations within the professional setting so as to make sound professional decisions and demonstrate ethical behavior.

Students in the certificate program may begin the program in either the fall or spring semester and must complete the following courses with a final grade of “B” or better:

Course #	Course Title	Credit Hours
CPY 536	Theories and Techniques of Counseling and Psychotherapy	3
CPY 537	Psychopathology	3
CPY 540	Psychological Assessment	3
CPY 620	Professional Ethics	3

The Clinical and Counseling Studies is designed to be completed in two semesters as outlined in the schedule below. If the student does not take one or more of the courses in this this schedule, **the courses will not be offered until the same semester the following year.**

Fall Semester

CPY 540	Psychological Assessment
CPY 537	Psychopathology

Spring Semester

CPY 536	Theories and Techniques of Counseling and Psychotherapy
CPY 620	Professional Ethics

Please note that students who earned their Community Psychology master’s degree before Fall 2020 are not eligible to receive the Clinical and Counseling Studies Graduate Certificate.

Policies for the Graduate Program in Community Psychology

The following policies are presented so students are aware of them and knows what procedures to follow if a problem arises.

Community Psychology Graduate Program Expectations

Acceptance into any Community Psychology program is contingent upon adherence to the following expectations.

1. Students will follow the policies, rules and regulations outlined by the University, the Martin University Student Handbook, and the Community Psychology Graduate Handbook.
2. Students will be open to and respectful of constructive feedback provided by instructors, supervisors, committee members, mentors, and other individuals within and outside of Martin University who are involved in graduate students' academic endeavors.
3. Students will take required courses with the instructor assigned to teach the course.
4. Students will retake all coursework in which a grade lower than a "B" has been recorded.

5. Students will conduct themselves in a manner consistent with the behavioral and ethical standards of graduate students and mental health professionals.

As presented above, Community Psychology graduate students are expected to engage in ethical and professional behavior in their interactions with University staff, faculty, students, and other individuals they have contact with in the course of their studies at the University (e.g., clients, practicum site supervisors/personnel). Unprofessional and/or unethical behavior will not be tolerated. A graduate student must demonstrate the capacity to rise to a level of faculty trust typically placed on graduate students. This trust involves an assumption of academic honesty on the part of the student. If a student is found cheating or plagiarizing, disciplinary action, which may include dismissal from the program, will be taken.

Disciplinary procedures for any of the aforementioned infractions may include placing the student on probation. Such probationary action will require that the student satisfactorily meet criteria for resolving areas of concern in the designated time frame as detailed in a letter issued by the Program. If the student fails to satisfactorily complete the requirements set forth under their probation, the student may be dismissed from the Program.

In certain egregious cases, a student may be dismissed from the graduate program without the benefit of a probationary period. Such cases would arise in response to the student committing a severe ethical or behavioral infraction. As graduate students in a professional program, there are both behavioral and ethical standards that require students to behave in a professional manner at all times, especially in the professional environments of the internship experience and field practicum. The professional ethics upheld by the Psychology Program at Martin University are predicated upon the ethical guidelines for the professional practice of psychology outlined by the *American Counseling Association* and *Indiana Professional Licensing Agency*.

Evaluation of Progress in the Graduate Program

Satisfactory Academic Progress

Martin University graduate students are expected to maintain satisfactory academic progress (SAP) during their matriculation at the University. SAP is evaluated in two ways, cumulative grade point average (GPA) and cumulative academic progress. To maintain SAP, all students must satisfy both the minimum cumulative GPA and minimum cumulative academic progress requirements established by the University. A detailed discussion of the specific cumulative GPA and cumulative academic progress requirements is presented below.

Cumulative GPA

Graduate students must maintain a cumulative GPA of 3.0 during each semester. This policy applies to both degree seeking and non-degree seeking students enrolled in graduate-level courses at the university. All graduate-level courses taken at Martin University in which letters grades of A, B, C, D, and F are awarded count towards the cumulative GPA in determining SAP, even courses that were retaken (designated as a "TR" on the transcript). Graduate courses with a Pass (P) or Non-Pass (NP) do not count towards the cumulative GPA. Graduate courses in which the student Withdrew (W) or received an Incomplete (I) do not count towards the cumulative GPA. Grades associated with courses taken at another institution and transferred to Martin University do not count towards the cumulative GPA.

Cumulative Academic Progress

Graduate Students are expected to successfully complete at least two-thirds (67% rounded) of the cumulative attempted credit hours in which they are enrolled. A successfully completed credit hour is defined as a credit hour associated with a course in which the final awarded grade was an A, B, or P. An unsuccessfully completed credit hour is defined as a credit hour associated with a course in which the final awarded grade was a C, D, F, NP, I or W. Please note that while final marks of Non-Pass (NP), Withdrawn (W), and Incompletes (I) do not count towards the cumulative GPA, they do count towards cumulative academic progress. Also, graduate-level course work transferred to Martin University (identified as "TR" on the transcript) that counts towards a student's degree also counts towards cumulative credit hours attempted and cumulative credit hours completed. Graduate students are expected to meet both academic and GPA SAP requirements. Graduate-level coursework transferred into Martin University that does not count towards a student's degree does not count towards the cumulative credit hours attempted or cumulative credit hours completed. In general, Martin University only transfers credit that counts towards a degree. It is recognized however, that students sometimes change majors, and previous transferred credit may no longer count towards that major/degree. Because of these instances, any student who has credit transferred to Martin University must have this transfer credit re-evaluated if he/she changes his/her graduate program.

Time Period for Evaluating SAP

SAP is evaluated at the end of each academic semester for each student by the SAP Committee. In evaluating SAP, both cumulative GPA and cumulative academic progress as defined above are examined. A student is considered to be achieving satisfactory progress when he/she meets the minimum cumulative GPA and minimum cumulative academic progress requirements. A student is considered making unsatisfactory academic progress if either the minimum cumulative GPA requirement and/or the minimum cumulative academic progress requirement are not met at the end of each academic semester in which he/she is enrolled.

Consequences for Failing to Maintain SAP

Martin University graduate students who do not meet SAP in a given semester must pass each course with a grade of B or better and pass 67% of the courses in which they are enrolled in subsequent semesters until they have achieved SAP. Failure to do so will result in the student's permanent dismissal from the program.

SAP Warning Status

Any student who does not achieve satisfactory academic progress (per the minimum cumulative GPA and minimum cumulative academic progress requirements presented above) in a given semester will be placed on SAP Warning status. SAP Warning Status will be assigned by the SAP Committee and the student will be informed of this status in writing. There is no appeal or other action needed to be made by the student. While on SAP Warning Status, **the graduate student must pass each course with a grade of B or better and pass 67% of the courses in which he/she is enrolled in subsequent semesters until SAP is achieved.** Once the student meets the SAP requirements, the SAP Warning Status is rescinded. In these cases, the SAP Committee will notify the student in writing. No further action is required.

SAP Academic Suspension Status

If a student fails to meet the SAP Warning conditions while on SAP Warning Status, he/she will be placed on SAP Suspension. While on SAP Academic Suspension Status, the student is suspended from enrolling in courses. Students receiving a Sap Suspension from the SAP Committee may appeal the suspension. The appeal process will consist of a written summary from the student to the SAP Committee along with relevant supporting documents, indicating the challenges the student is having in achieving SAP and the actions to be taken by the student to achieve SAP. It is the discretion of the SAP Committee to accept or deny the appeal. The SAP Committee's appeal determination will be provided in writing to the student. Students who do not initiate an appeal, will remain suspended from the University until the SAP Appeal process has been completed.

SAP Probation Status

Students who return after a suspension due to the approval of their appeal by the SAP Committee, will be placed on probation status. As part of the probation, the student will be required to follow an academic plan (S.T.A.R. document) developed by the SAP Committee designed to move the student into making satisfactory academic progress. The academic plan must be signed by the student and Student Success. The student will be notified in writing of Probation Status. The student will be on SAP Probation for the following academic semester. Failure to follow the developed plan may result in immediate dismissal.

While on SAP Probation Status, **the graduate student must pass each course with a grade of B or better and pass 67% of the courses in which he/she is enrolled in subsequent semesters until SAP is achieved.** Once the student meets the SAP requirements, the SAP Probation Status is rescinded. In these cases, the SAP Committee will notify the student in writing.

If a student fails to meet the SAP Probation conditions while on SAP Probation Status, he/she will be dismissed from the program. The SAP Committee will notify the student in writing of the academic dismissal.

SAP Appeal Process

Students who are dismissed from the University due to non-approval of their SAP Academic Suspension appeal or failing to meet the conditions while on SAP Probation may file an appeal directly to the Vice President of Academic Affairs. The VP of Academic Affairs will review the issues involved and may request an interview with the student. After gathering information and evaluating the SAP Committee decision and the student information the VP of Academic Affairs will render a final decision. No additional evidence may be presented at this time. The VP for Academic Affairs will use the information presented in the appeal to the SAP Committee to render a decision. There are no further appeals after this. However, students may always appeal to the University President.

Reinstatement Following Dismissal

Students are not eligible for reinstatement for at least three semesters after a SAP dismissal. To be reinstated after SAP dismissal, a student must present evidence to the SAP Committee that he or she is ready and able to make satisfactory progress. The SAP Committee is responsible for acting on requests for reinstatement after academic dismissal. Reinstatement is a formal process in which the student petitions the University in writing for reinstatement. As part of this petition, the student must provide evidence that he/she can achieve academic success and maintain satisfactory academic progress. If a student is reinstated, the student would be required to follow terms and conditions

outlined by the SAP Committee that promote future academic success and SAP. The student must agree to these conditions in writing before being reinstated to the University.

Please Note: The Community Psychology SAP policy does not determine financial aid eligibility. Students placed on SAP Warning Status or SAP Probation Status may need to take additional steps as directed by the Office of Financial Aid to be eligible for Title IV financial aid funding.

Maximum Attempted Credits Hours

The University has a maximum number of credit hours in which students can enroll to complete their programs.

Students enrolled in the 60-Credit-Hour Licensing Track Program are allowed to enroll in a maximum of 90 credit hours to complete the program.

Students enrolled in the 48-Credit-Hour Non-Licensing Track Program are allowed to enroll in a maximum of 72 credit hours to complete the program.

Students enrolled in the Clinical and Counseling Studies Certificate Program are allowed to enroll in a maximum of 18 credit hours to complete the program.

Failure to complete the program before these maximum credit hours are reached may result in dismissal from the program.

Withdrawing/Incomplete Grading Policy

Students wishing to withdraw from a course or term should make a formal request in writing through the Registrar. Failing to do so may result in final grades of F being assigned.

For non-practicum, internship, and thesis courses, a student is eligible for a grade of incomplete only when an emergency or other reason beyond his/her control prevents completion of a course near the end of an academic term. Students must meet the following conditions to be considered for an incomplete grade:

1. The student must request in advance a grade of incomplete from the instructor of the course and provide written documentation as to why the "I" is being requested. The student and instructor must complete an "Agreement for Completion of Course" form outlining specific work required for course completion and expected date of completion. The student must make arrangements to complete the coursework with the instructor.
2. At the time of the incomplete request, the student must have completed at least sixty percent of the academic semester (5 weeks in an 8-week term).
3. At the time of the incomplete request, the student must have a grade of "B" or better in the course (instructor must provide evidence of satisfactory work).
4. At the time of the incomplete request, the student must be in compliance with all course requirements as outlined in the course syllabus, including attending class weekly.

The instructor of a course initiates an incomplete request. The instructor will complete the Academic Action Form and the form must be signed by all staff indicated on the form.

"Incompletes" must be completed by the following semester (for example, an Incomplete grade given in FA-19 session A must be resolved by the grade due date of SP-20 Session B). Failure to meet this deadline will result in an automatic F for the course.

Thesis/Graduate Research Paper Completion Policy

The CPY 700 Thesis course should be taken towards the end of matriculation so that the skills and knowledge learned from the program can be applied to the thesis/graduate research paper. It is the expectation that the thesis/graduate research paper will be completed within the semester that the student is enrolled in the thesis course. However, if needed, an additional one semester extension will be granted. Under this scenario, a grade of "I" will be given at the end of the semester in which the student is enrolled in the thesis course. A final grade will be given during the next semester. If the paper is not completed by the end of the next semester, a final grade of "F" will replace the "I" and the student will need to enroll in the thesis course again.

Student Grievance Policy

Students who have a grievance against staff and other students should complete a Grievance form from Student Support Services. Student Support Services staff will schedule a meeting with the student and all parties in which the grievance is directed in an attempt to resolve the grievance. If the student believes that the issue is still unresolved, the student may appeal to the Vice President for Academic Affairs. The Vice President for Academic Affairs will review the collected information, may collect additional information, and will render a decision. The decision of the Vice President for Academic Affairs may not be appealed.

Note: Grievances against the Office of Financial Aid must be directed to Financial Aid.

Grade Change Policy/Grade Grievance

Grade change issues are to be addressed according to the following protocol:

1. A student grievance regarding a grade must be made and signed by the student within 10 days of the issue of the grade. A grievance made after 10 days will not be considered.
2. If the grievance is not resolved between the student and the faculty member, the student should consult with the Director of Student Services who will review and work to resolve the issue with the student.
3. If the grievance is not resolved through the meeting process, and the student chooses to pursue a further remedy, the Director of Student Services will send all documentation of concern and a request for a meeting to the Associate Dean of Academic Affairs. The Associate Dean may decide to meet with the student and the Director of Student Services to ask questions to understand the issues. The Associate Dean makes the final decision regarding grade grievances and will send notice of the final decision within 48 hours.

Community Psychology Program Completion

Students must complete the Community Psychology Masters of Science Program within **five academic years of their acceptance into the program**. Failure to do so will result in a review of the student's progress, a determination when the student will complete the program, and a review to determining if any previously taken coursework will need to be retaken.

Program Change

Students are admitted into one of three Community Psychology Graduate programs, the 60-Credit-Hour Licensing Track, the 48-Credit-Hour Non-Licensing Track, or the Clinical and Counseling Studies Certification. Students desiring to change from one program to another must receive approval from the Community Psychology Program Lead. Once approval for a program change is granted, the student must complete all of the program requirements in the newly designated program.

Students who complete the 48-Credit-Hour Non-Licensing Track and wish return to complete the remaining courses needed to be licensed in the State of Indiana as a mental health counselor, will need to seek readmission into the Community Psychology Graduate Program as a non-degree seeking student. Students enrolled as non-degree seeking are not eligible to receive Federal Financial Aid.

Other

For issues and situations that arise that are not contained in this document, policies, rules, and regulations that apply to all University students will be followed.

Only courses in which the student receives a final grade of A or B will count towards the degree requirements. Course with a final grade below a B must be retaken to count towards the degree requirements.

All courses must have a submitted final letter grade of A, B, C, D or F before a student is eligible to graduate. Grades of P or I will be replaced with an F if not completed in the outlined time frame described in this document (i.e., practicum/internship courses, thesis, courses in which a temporary grade of I was granted) or if the student chooses not to complete the course (e.g., a student enrolls in a practicum or internship course but chooses not to complete it in lieu of only completing the 48-non-licensing track degree).

Students are encouraged to retain copies of all of their course syllabi, thesis, and practicum/internship log sheets for their record as these documents may not be available from the University if requested.

In the event, that this document needs to be revised before the end of the 2023-24 academic year, all graduate students currently enroll in the program will be notified of the changes via their University email address, and the revised document will be posted on the University's website.

Community Psychology Graduate Program Course Descriptions

CPY 500 Introduction to Community Psychology (3 credit hours): This course provides an introduction to the psychological variables in community organizations and their influence on interactions, roles, norms, and values. Emphasis is placed on the contextual dimensions of mental health counseling, the counselor's role in interactions in the community, and the theories and principles needed to help people in various settings to achieve maximum mental health. This course is associated with Student Learning Outcomes 1 and 3. At the end of this course, students will be able to:

1. Define key terms, concepts, and theories associated with Community Psychology.
2. Compare and contrast the Community Psychology model with and Medical Models.
3. List significant historical precursors to Community Psychology and explain their significance to modern Community Psychology.
4. Link major Community Psychology theories to various community interventions in a manner that promotes community mental health and wellness.
5. Construct a program-centered, Community Consultation plan for organizations, institutions, and agencies.
6. Explain value positions of Community Psychologists practicing in the community.
7. Develop target interventions for two of three Primary Prevention Populations.

CPY 514 Fundamentals of Counseling and Psychotherapy (3 credit hours): This course introduces the student to the historical, philosophical, societal, cultural, economic, and political dimensions of mental health counseling. The roles, functions, and professional identity of mental health counselors will be explored. In addition, information on professional and governmental organizations, training standards, ethical codes, professional issues, and credentialing bodies will be presented. This course is associated with Student Learning Outcome 5. At the end of the course, students will be able to:

1. Define key mental health counseling terms, concepts, and theories.
2. Explain key components of the Martin University Community Psychology Program and Indiana licensing regulations for mental health counselors.
3. Explain historical mental health trends related to conceptualization, diagnosis, and treatment.
4. Compare and contrast the roles of private and governmental agencies devoted to mental health issues.
5. Describe APA Ethical Principles and Code of Conduct in counseling.

CPY 515 Foundations of Addiction Counseling (3 credit hours): This course introduces the student to addictions counseling. Topics covered include the assessment, diagnosis, and treatment of persons with substance use disorder. Also reviewed are various substances and their impact on the individual. The roles, functions, and professional identity of addictions counselors will be explored. This course is associated with Student Learning Outcome 5. At the end of this course, students will be able to:

1. Define key substance abuse counseling terms, concepts, and theories.
2. Describe modern approaches to substance abuse counseling.
3. Implement basic substance abuse assessment, diagnostic, and treatment strategies in a professional, ethical manner.
4. Demonstrate cultural sensitivity relative to the client change processes.

CPY 520 Personality (3 credit hours): This course examines the process of origin, development, and maturation of personality. Further, the course reviews a variety of theoretical, historical, cultural, social, and psychological factors that contribute to the meaning of personality. This course is associated with Student Learning Outcome 1. At the end of this course, students will be able to:

1. Define key personality terms, concepts, and theories.
2. Compare and contrast primary personality theorists and their related frameworks.
3. Compare and contrast a variety of inventories designed to assess personality characteristics

and styles.

CPY 524 Developmental Psychology (3 credit hours): This course is a survey of the major concepts, principles, and facts concerning the biological and environmental influences on behavior and psychological development. There is also a critical review of psychomotor, cognitive, and social development across the lifespan. This course is associated with Student Learning Outcome At the end of this course, student will be able to:

1. Define key developmental psychology terms, concepts, and theories.
2. Identify key developmental processes across the lifespan within diverse sociocultural contexts.
3. Describe theoretical and clinical applications to identify potential developmental vulnerabilities.
4. Describe keys factors in the development of psychological resiliency.
5. Describe longitudinal continuity through a lifespan perspective.

CPY 529: Pre-Practicum (3 credit hours) (**Prerequisite: CPY 537 and CPY 540**): This course is a prerequisite for all practicum and internship experiences. It will review the ethical, professional, and practical requirements and skills necessary for a successful clinical practicum/internship experience. This course is associated with Student Learning Outcomes 2, 3, and 6. At the end of this course, students will be able to:

1. Identify key State and University practicum/internship requirements.
2. Demonstrate professionalism and ethical behavior in clinical settings.
3. Collect/analyze assessment information to derive a client conceptualization and develop a treatment plan.
4. Demonstrate entry-level counseling skills.

CPY 531 Group Dynamics (3 credit hours): This course is designed to expose the student to the processes involved with group therapy. This includes providing instruction about group therapy theory, techniques and ethical behavior. This course is associated with Student Learning Outcome 3. At the end of the course, students will be able to:

1. Define key group counseling terms, concepts, and theories.
2. Define key characteristics of an effective group leader.
3. Define key considerations in forming a group and conducting group therapy in a culturally sensitive, professional, and ethical manner.
4. Apply group treatment techniques from multiple theoretical perspectives.

CPY 535 Counseling Addicted Family Systems (3 credit hours): This course provides instruction on counseling and educational techniques in working with families who have one or more members with substance use disorder issues This course is associated with Student Learning Outcome 3. At the end of this course, students will be able to:

1. Define key terms, concepts and theories associated with counseling addicted families and recognize the signs of family support or digression for treatment.
2. Establish a healthy rapport and use evidence-based treatment techniques and educational activities when counseling addicted families.
3. Describe how substance abuse impacts the family system and how to repair the emotional damage caused by addiction.
4. Create a process and documentation that outlines the roles family members play in treatment and counseling.
5. Evaluate the effects of addiction on the entire family and identify strategies for family success.

CPY 536 Theories and Techniques of Counseling and Psychotherapy (3 credit hours): This course examines various approaches to counseling and psychotherapy. Students will become familiar with the major theories and techniques of psychotherapy and counseling in addition to the ethics that apply to

mental health counseling. This course is associated with Student Learning Outcome 3. At the end of this course, students will be able to:

1. Define key counseling terms, concepts, and theories.
2. Identify characteristics of an effective mental health counselor.
3. Implement counseling skills and techniques from a variety of theoretical perspectives.
4. Identify counseling best practices that are culturally sensitive, professional, and ethical.

CPY 537 Psychopathology (3 credit hours): This course will focus on the scientific and methodological diagnosis of mental illness. The DSM system of diagnosis will provide a framework for the course. Major psychological disorders and their criteria will be reviewed. This course is associated with Student Learning Outcome At the end of this course, students will be able to:

1. Define key abnormal psychology terms, concepts, and theories.
2. Identify symptoms associated with different mental illnesses and derive an appropriate diagnosis when given a set of presenting symptoms.
3. Describe the etiology, prevalence, and course associated with different mental illnesses.
4. Take into consideration cultural factors when making a diagnosis.

CPY 540 Psychological Assessment (3 credit hours): This course examines the types of psychological tests, measures, and assessment techniques used in the evaluation of individuals. Psychometric and ethical issues associated with psychological assessments are also explored. This course is associated with Student Learning Outcome 2. At the end of this course, students will be able to:

1. Define key assessment terms, concepts, and theories.
2. Describe historical trends in the assessment of personality, aptitude, achievement, and vocation.
3. Describe and evaluate psychometrics associated with assessments and standardized assessment tools.
4. Define, evaluate, and differentiate a variety of formal tests used in psychological assessments.
5. Conduct a clinical interview and form a client conceptualization in a culturally sensitive, professional, and ethical manner.

CPY 542 Clinical Practicum I (1.5 credit hours) (**Prerequisites: CPY 529, CPY 536, CPY 537, CPY 540**): The student will obtain 50 hours of introductory level, supervised, applied experience in a clinical setting. This course is associated with Student Learning Outcomes 2, 3, and 6. At the end of this course, students will be able to:

1. Perform client intakes.
2. Identify a client's presenting problem.
3. Complete a client history and complete a mental status evaluation.
4. Conceptualize a client's case and use the DSM-5-TR for diagnosis.
5. Write a formal psychological report.
6. Implement basic counseling techniques.
7. Maintain professional relationships with clients, supervisors, staff, and peers.
8. Conduct practicum activities in a professional and ethical manner.

CPY 543 Clinical Practicum II (1.5 credit hours) (**Prerequisite: CPY 542**): The student will obtain an additional 50 hours of introductory level, supervised, applied experience in a clinical setting. This course is associated with Student Learning Outcomes 2, 3, and 6. At the end of this course, students will be able to:

1. Perform client intakes.
2. Identify a client's presenting problem.
3. Complete a client history and complete a mental status evaluation.

4. Conceptualize a client's case and use the DSM-5-TR for diagnosis.
5. Write a formal psychological report.
6. Implement basic counseling techniques.
7. Maintain professional relationships with clients, supervisors, staff, and peers.
8. Conduct practicum activities in a professional and ethical manner.

CPY 544 Research and Program Evaluation (3 credit hours): This course will provide students with an ability to demonstrate the various types of research designs and program evaluation methods used in mental health counseling studies. Students will include the appropriate application of basic statistical techniques such as descriptive and inferential statistics. In addition, students will be able to include ethical and legal considerations in their research projects. This course is associated with Student Learning Outcome 4. At the end of this course, student will be able to:

1. Implement qualitative and quantitative research techniques.
2. Conduct research in an ethical manner.
3. Use descriptive, correlational, and inferential statistical techniques to analyze information.
4. Evaluate professional human services and programs.

CPY 561 Internship I (3 credit hours) (**Prerequisite: CPY 543**): The student will obtain 300 hours of supervised, applied experience in a clinical setting. This course is associated with Student Learning Outcomes 2, 3, and 6. At the end of this course, students will be able to:

1. Perform client intakes.
2. Identify a client's presenting problem.
3. Complete a client history and complete a mental status evaluation.
4. Conceptualize a client's case and use the DSM-5-TR for diagnosis.
5. Write a formal psychological report.
6. Implement basic counseling techniques.
7. Maintain professional relationships with clients, supervisors, staff, and peers.
8. Conduct internship activities in a professional and ethical manner.

CPY 562 Internship II (3 credit hours) (**Prerequisite: CPY 561**): The student will obtain an additional 300 hours of supervised, applied experience in a clinical setting. This course is associated with Student Learning Outcomes 2, 3, and 6. At the end of this course, students will be able to:

1. Perform client intakes.
2. Identify a client's presenting problem.
3. Complete a client history and complete a mental status evaluation.
4. Conceptualize a client's case and use the DSM-5-TR for diagnosis.
5. Write a formal psychological report.
6. Implement basic counseling techniques.
7. Maintain professional relationships with clients, supervisors, staff, and peers.
8. Conduct internship activities in a professional and ethical manner.

CPY 600 Seminar in Counseling Ethnic Minorities (3 credit hours): This course provides an in-depth study of theories and research concerning counseling with members of minority groups. An emphasis is placed on the understanding of issues and trends in a multicultural and diverse society. This course is associated with Student Learning Outcome 1. At the end of this course, students will be able to:

1. Define keys, terms, concepts, and theories associated with counseling ethnic minorities.
2. Identify culturally specific ideas in counseling.
3. Describe the sociopolitical nature of counseling.
4. Compare and contrast mono-cultural and multicultural intervention strategies.
5. Identify their own values, assumptions, and biases.
6. Define the stages of several identity developmental models (e.g., Black, White, and Minority).

7. Identify Cultural Competence Knowledge and Cultural Competence Skill areas.
8. Use the Value Preferences Model.
9. Use Rotter's Locus of Control Theory to conceptual client needs.

CPY 620 Professional Ethics (3 credit hours): This course will present the American Counseling Association's guidelines regarding the ethical practice of psychology. The ethical practice of psychotherapy, teaching, and psychological research will be addressed. This course is associated with Student Learning Outcome 6. At the end of this course, students will be able to:

1. Define key terms and concepts associated with ethics.
2. Demonstrate ethical behavior in counseling relationships.
3. Demonstrate ethical behavior in their relationships with other professionals.
4. Demonstrate ethical behavior in conducting assessments and evaluations.
5. Identify appropriate ethical guidelines associated with supervision, training, and teaching.
6. Identify appropriate ethical guidelines associated with distance counseling, the use of technology, and social media.
7. Identify the steps in resolving ethical issues.

CPY 630 Lifestyle and Career Development (3 credit hours): This course will examine the counseling techniques used with individuals involved in lifestyle and career decisions. Different strategies for making these decisions will be examined along with the use of interest inventory testing. This course is associated with Student Learning Outcome 3. At the end of this course, students will be able to:

1. Define key vocational assessment terms, concepts, and theories.
2. Collect client information relevant to vocational assessments.
3. Administer, score, and interpret a career assessment inventory.
4. Use labor market information and projections in their career assessments.

CPY 640 Psychopharmacology (3 credit hours): This course will focus on the function of the nervous system and the use of and physiological effect of the drugs (both legal and illegal) on the nervous system. Special emphasis will be placed on legal drugs used in the treatment of mental illness. This course is associated with Student Learning Outcomes 1. At the end of this course, students will be able to:

1. Define key psychopharmacological terms, concepts, and theories.
2. Explain key effects of medications on the central nervous system.
3. Describe psychological, social, and cultural issues in psychopharmacology.
4. Describe the effects of a variety of medications and their use in the treatment of mental health issues.

CPY 700 Thesis/Graduate Research Paper (6 credit hours): The thesis is an individual research project (e.g., in-depth literature review, empirical experiment, program review) conducted by the student under the supervision of the guidance of the thesis advisor who is a member of the Community Psychology program faculty. This course is associated with Student Learning Outcome 4. At the end of this course, students will be able to:

1. Conduct a literature review that includes the collection, analysis, and synthesis of information from a variety of sources.
2. Evaluate the validity/usefulness of sources.
3. Write a thesis paper using appropriate APA style.

MARTIN UNIVERSITY COMMUNITY PSYCHOLOGY GRADUATE FACULTY

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M.S. Education, Indiana University
Ph.D. Psychology, Grand Canyon University

Appendix A: Degree Plans

Community Psychology 60-Credit-Hour Licensing Track Degree Plan					
Name:		Student ID:		Date:	
Course	Description	Prerequisite	Credit Hours	Grade	Semester Completed
First Year					
Fall Semester					
CPY 540	Psychological Assessment		3		
CPY 537	Psychopathology		3		
CPY 500	Introduction to Community Psychology		3		
CPY 520	Personality		3		
Spring Semester					
CPY 536	Theories and Techniques of Counseling/Psychotherapy		3		
CPY 531	Group Dynamics		3		
CPY 620	Professional Ethics		3		
CPY 529	Pre-practicum	CPY 537	3		
Summer Session					
CPY 640	Psychopharmacology*		3		
CPY 514	Fundamentals of Counseling and Psychotherapy		3		
CPY 630	Lifestyle and Career Development		3		
CPY 542	Practicum I (prerequisite to begin Internship)**	CPY 529, CPY 536, CPY 537, CPY 540	1.5		
CPY 543	Practicum II**		1.5		
Second Year					
Fall Semester					
CPY 544	Research and Program Evaluation		3		
CPY 700	Thesis/Graduate Research Paper		3		
CPY 535	Counseling Addicted Family Systems*		3		
CPY 561	Internship I***	CPY 542 and CPY 543	3		
CPY 562	Internship II***		3		
Spring Semester					
CPY 524	Developmental Psychology		3		
CPY 600	Seminar in Counseling Ethnic Minorities		3		
CPY 515	Foundations of Addiction Counseling*		3		

* May substitute for UMS Courses or previously taken CPY elective courses.
 ** May substitute CPY 530 Practicum.
 *** May substitute CPY 534 Internship.

Community Psychology 48-Credit-Hour Non-Licensing Track Degree Plan

Name:		Student ID:		Date:	
First Year					
Course	Description	Prerequisite	Credit Hours	Grade	Semester Completed
Fall Semester					
CPY 540	Psychological Assessment		3		
CPY 537	Psychopathology		3		
CPY 500	Introduction to Community Psychology		3		
CPY 520	Personality		3		
Spring Semester					
CPY 536	Theories and Techniques of Counseling/Psychotherapy		3		
CPY 531	Group Dynamics		3		
CPY 620	Professional Ethics		3		
Summer Session					
CPY 640	Psychopharmacology*		3		
CPY 514	Fundamentals of Counseling and Psychotherapy		3		
CPY 630	Lifestyle and Career Development		3		
Second Year					
Fall Semester					
CPY 544	Research and Program Evaluation		3		
CPY 700	Thesis/Graduate Research Paper		3		
CPY 535	Counseling Addicted Family Systems*		3		
Spring Semester					
CPY 524	Developmental Psychology		3		
CPY 600	Seminar in Counseling Ethnic Minorities		3		
CPY 515	Foundations of Addiction Counseling*		3		
* May substitute UMS Courses or other CPY elective courses taken.					

Community Psychology Clinical and Counseling Services Certificate

Name:		Student ID:		Date:	
Course	Description	Prerequisite	Credit Hours	Grade	Semester Completed
Fall Semester					
CPY 540	Psychological Assessment		3		
CPY 537	Psychopathology		3		
Spring Semester					
CPY 536	Theories and Techniques of Counseling/Psychotherapy		3		
CPY 620	Professional Ethics		3		