MASTER OF SCIENCE AND DOCTOR OF PSYCHOLOGY PROGRAM

Therapeutic

INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

BULLETIN OF INFORMATION

2002-2003

Integrated Psychology

Religious Faith

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This catalog is issued to supply information. It does not constitute a contract between the Institute and a student. The Institute reserves the right to advance and revise requirements for graduation and degrees, curricula, schedules, charges for tuition and other fees, and all regulations affecting students whether incoming or previously enrolled.

The Institute is committed to the teaching of Vatican Council II that every type of discrimination, whether social or cultural, whether based on sex, race, color, social condition, language or religion, is to be overcome and eradicated as contrary to God's intent (Gaudium et Spes, 29).

The Institute for the Psychological Sciences [formerly the Institute for Faith and Psychological Sciences] does not discriminate against applicants and students on the basis of race, color, and national or ethic origin. The Institute adopts this racially nondiscriminatory policy as to students, makes this policy known to the general public, and operates in a bonafide manner in accordance therewith in administration of its educational policies, admissions policies, scholarship and loan programs, and other school administered programs.

THE INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

2002-2003

Academic Catalog

Master of Science Program in Clinical Psychology

Doctor of Psychology Program in Clinical Psychology

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STATEMENT FROM THE DEAN:

Spiritual growth

Who can be against freedom? Each person requires freedom to be fully himself, to discover who he is before God and among men. In the encyclical, "Faith and Reason," Pope John Paul II discusses the Catholic view of authentic freedom: "freedom is not realized in decisions made against God. For how could it be an exercise of true freedom to refuse to be open to the very reality which enables our self realization?" Freedom is essential to our humanity, and expanding a client's ability to make free choices, unfettered by past hurts and unconscious conditioning, is a central goal of the psychological profession.

Yet personal choice, marching under the banner of freedom, has strewn the landscape of American family life with wreckage. The "freedom" of a spouse to walk away from a marriage splinters families and shatters the trust and security of children. The "freedom" of adolescents to engage in serial sexual relationships has detrimental effects on their psychological, spiritual, and moral development, and distorts their understanding of the nature of authentic human relationships. The "freedom" of an angry child whose demands are repeatedly indulged by disengaged and preoccupied parents may spill over into school violence and irresponsible behavior in adulthood. The casualties of "freedom" fill psychologists' offices.

Why such a deep chasm between the promise of freedom, on the one hand, and the reality that it engenders? The answer, according to the wisdom of Christian anthropology, lies in the "fundamental dependence of freedom on truth... Genuine freedom is an outstanding manifestation of the divine image in man" (Pope John Paul II in "The Splendor of Truth").

Many of the materialistic, deterministic, and relativistic theories serving as a foundation for modern psychology have opposed this truth. Steeped in these theories, many psychologists have ignored the spiritual dimension of their clients and the impact which faith has on their lives.

The Institute for the Psychological Sciences was created to respond to the need to bring the psychological sciences into harmony with the truth and wisdom of the Christian vision of the human person. Psychologists grounded in an understanding of the nature and dignity of the human person will better influence the children, adults, married couples and families they serve, and by doing so will contribute to a better society.

—Gladys A. Sweeney, Ph.D.
Dean, Institute for the Psychological Sciences

CHAPTER I: INTRODUCTION

MISSION

The Institute for the Psychological Sciences seeks to mantain the dialogue between faith and reason in its curriculum, cognizant of and respectful toward the proper autonomy of the psychological and theological disciplines, and the religious and academic freedoms of faculty and students. Shaped by the long tradition of Catholic learning and maintaining a strong commitment to the Catholic Church and its teachings, the Institute is dedicated to the recovery of the Christian intellectual tradition and the development of a Catholic psychology consistent with the teaching of the Magisterium of the Catholic Church and in constructive dialogue with the modern world.

Through its graduate level programs, the Institute seeks to provide an effective academic and educational environment for assisting students intellectually and professionally as they prepare themselves to respond to their calling as mental health professionals.

An integral part of the Institute's mission is also to disseminate Catholic approaches to psychology within the broader professional community, both nationally and internationally.

OBJECTIVES

1) Through its Master of Science in Clinical Psychology Program, the Institute provides students with a solid theoretical foundation and training in clinical skills consistent with the Catholic approach to clinical psychology so as to prepare them for further graduate training.

2) Through its Doctor of Clinical Psychology Program, the Institute forms highly skilled clinical psychologists who have the leadership skills necessary for promoting a Catholic approach to the psychological sciences.

HISTORY

The Institute for the Psychological Sciences was founded by a group of mental health professionals, (both academicians and clinicians) who perceived a need for a proper understanding of the interrelationship between psychology and faith life. Their experiences sponsoring workshops for licensed mental health professionals convinced them of the need for a new degree granting institution. The Institute for the Psychological Sciences was established in September 1999, offering

instruction leading to the Master of Science degree in Clinical Psychology. The following year, it initiated and enrolled its first class in its Doctor of Psychology degree program in Clinical Psychology.

ACADEMIC EXCELLENCE

The Board of Directors and the Faculty of the Institute for the Psychological Sciences are committed to maintaining the highest academic standards in teaching and clinical training. In pursuit of academic excellence, the Institute for the Psychological Sciences commits itself to:

1) Continually strengthening the quality of its teaching by supporting innovative programs, and through an ongoing process of evaluation from its students, faculty, and consultants.

2) Instruct in accordance with the teaching of the Magisterium of the Catholic Church.

3) Encourage and foster the spiritual formation of its students by offering opportunities for them to participate in spiritual direction, retreats, conferences, and religious services.

STUDENT LIFE

The Student Life Committee, is composed of representatives from each class of students enrolled at the Institute and a faculty advisor. The Committee plans social activities and spiritual activities for students as well as serving as the main channel of communication between the student body and the Institute. A student activity fee is paid by each student enrolled in degree program. (see **Expenses**)

CHAPTER II: POLICIES AND INFORMATION

ADMISSIONS

The Institute for the Psychological Sciences utilizes an open enrollment process, whereby applications are evaluated by the Admissions Committee and applicants offered acceptance into the program until all of the allocated slots for an entering class are filled. Full-time students are admitted into the program only at the beginning of an academic year. Part-time students taking only a single course for credit, and students desiring to audit may take classes as space allows.

The Admissions Committee will not begin processing on application until all required materials are received by the Office of Admissions. The applicant must submit a completed Application Form, available from the Office of Admissions, accompanied by the application fee ($50). The applicant must also arrange for the forwarding of transcripts from all colleges and graduate schools attended, as well as ensure that three required letters of recommendation arrive in a timely manner. Finally, if applicable, GRE scores and TOEFL scores must be received. Applicants are responsible for taking the examinations far enough in advance to enable the scores reach the Office of Admissions in a timely manner. Applicants will then be contacted regarding the scheduling of an interview. Applicants will be notified of the Admission Committee's decision within one week after their application is considered by the committee.

The Institute for the Psychological Sciences' admission procedure is focused on the individual. A personal interview will be arranged with all applicants meeting the basic academic criteria. In the case of financial hardship, distance or other extenuating circumstances, the applicant may petition to have the in-person requirement waived, in which case an interview by phone will be conducted. No interview fee is charged, but personal transportation costs and/or phone charges are borne by the applicant.

development of virtue

Psychology integrated

ADMISSION REQUIREMENTS

Master of Science [M.S.] Program in Clinical Psychology

Admission to the Master of Science Program in Clinical Psychology of the Institute for the Psychological Sciences requires that a student have earned the baccalaureate degree from an accredited academic institution. In general, an applicant must have a cumulative grade point average (GPA) of at least 3.0 (on a 4.0 scale), as well as a 3.0 or greater GPA in courses in the social and behavioral sciences, in order to be competitive in the admissions process. Scores on the Graduate Record Examination (GRE) are not required at this time, but may be submitted and will be considered by the Admissions Committee as evidence of academic achievement and potential for successful completion of the program. Applicants whose native language is not English must have taken the Test of English as a Foreign Language (TOEFL) within the past five years and obtained a minimum score of 600.

A candidate's undergraduate major is most useful when it is in the social or behavioral sciences. In general, a minimum of six courses in basic psychology (including subjects such as abnormal, developmental, experimental, physiological and social psychology, statistics, tests and measures, learning and motivation, and personality theory) is required for entry into the program. In addition, given that the program is integrative in nature and spans the disciplines of psychology, philosophy and theology, it is recommended that applicants also have completed some basic course work in philosophy and theology. Applicants whose academic history in the areas of philosophy and theology is especially strong, but whose preparation in the areas of the social and behavioral sciences is below the general requirements for admission, may be admitted to the program under the condition that they remedy such deficiencies through additional coursework. Similarly, students with limited background in philosophy and theology may be required to take additional coursework. Any individualized plan to remediate deficiencies must be completed within one year of admission to the program.

The admissions committee will consider the following factors: cumulative GPA, GPA of courses in the social and behavioral sciences, letters of recommendation, interview responses, and answers to essays on the application (as well as GRE and TOEFL scores, where applicable).

Doctor of Psychology [Psy.D.] Program in Clinical Psychology

Admission to the Doctor of Psychology Program in Clinical Psychology of the Institute for the Psychological Sciences requires that student hold a graduate degree in the social or behavioral sciences. A cumulative grade point average (GPA) of at least 3.5 (on a 4.0 scale) is required in order to be competitive in the admissions process. In addition, given that the program is integrative in nature and spans the disciplines of psychology, philosophy and theology, it is recommended that applicants also have completed some basic course work in philosophy and theology.

Scores for the Graduate Record Examination (GRE) are required for applicants to the Psy.D. program who have not completed the M.S. degree at the Institute. In general, applicants need GRE scores (verbal and quantitative combined) above 1200 to be competitive.

Applicants whose native language is not English must have taken the Test of English as a Foreign Language (TOEFL) within the past five years with a minimum score of 600.

The admissions committee will consider the following factors: Graduate GPA, GRE scores, Undergraduate Cumulative and Psychology GPA, letters of recommendation, interview responses, and answers to essays on the application (as well as TOEFL scores, when applicable).

Students entering directly into the Psy.D. program because they already have a graduate degree in the mental health field from another university may earn an additional M.S. degree from IPS. To do so they would need to pass the M.S. Comprehensive examination (see **Requirements for Completion of Degree – M.S. in Clinical Psychology**).

Higher Standards

STATEMENT OF NON-DISCRIMINATION

The Institute for the Psychological Sciences admits qualified students of any race, gender, color, nationality or ethnic origin to its programs. Applicants should understand that the central mission of the Institute for the Psychological Sciences is the development of a Christian approach to the psychological sciences. IPS will admit qualified students of any religious faith; nonetheless, all students who seek admission must sincerely desire to actively work towards the IPS' mission and goals. Given its distinct and unique goal of integrating psychology with the Catholic view of the person and the moral life, the degree programs at IPS differ from traditional psychology programs in their approach, while maintaining all the rigor in both the quantity and quality of clinical training.

CRITERIA FOR TRANSFER OF CREDIT

Graduate credits are transferable from regionally accredited institutions and must have been completed within a period of six years prior to acceptance into an IPS degree program. Transfer of graduate credits earned at other institutions is not automatic. Applicants should note that given the unique mission of the IPS, certain courses completed at other academic institutions may differ significantly in content even though a similar title is given to the course at both institutions. No graduate credit can be awarded for undergraduate level courses. In addition, only courses for which a grade of 3.0 or better is obtained will be considered for transfer. Students wishing to apply for the transfer of credit to IPS must be enrolled in a degree program and must petition the Faculty Council, through contacting their advisor, prior to registering for their second semester of classes.

Students enrolled in the Masters of Science (M.S.) degree program in Clinical Psychology may transfer a maximum of nine credit hours of courses. Students enrolled in the Psy.D. degree program in Clinical Psychology may transfer up to a maximum of six credit hours of Integration courses and 12 credit hours of Psychology courses. Note that students who are accepted for admission to the Psy.D. program and who have completed their M.S. degree from the IPS will be allowed to transfer all credits completed at the IPS that are applicable toward the Psy.D. degree.

Courses Completed at Other Institutions while Enrolled at IPS

A student enrolled in a degree program, may petition the Institute to take graduate courses at another accredited institution and apply these credits to a degree program at the IPS. In order to obtain credit for these classes, the student should submit a written request to the Faculty Council via their academic advisor. The Faculty Council will make a recommendation to the dean, whose decision will be final. Transfer of these credits is limited to the total number of transfer credits allowed, including those taken before entry into the degree program. Following completion of a course at another institution, the student is responsible for having an official transcript submitted to the Institute's registrar for evaluation.

Life Experience and Course Exemptions

The Institute recognizes and values the varied life experiences of its applicants and students. These are given the appropriate weight in the admissions process, as we attempt to determine the aptitude of an individual for graduate study in psychology, and their fit with the mission and goals of our program. However, life experience, and extension, continuing education, or in-service courses that are not intended by the institution offering the courses to be part of a degree program, are not acceptable for transfer credit to the Institute.

However, the Institute understands that certain individuals may believe that they have, through self-study, life experience, or other non-degree coursework, obtained the information covered in a specific Institute course, and wish to be exempted from taking the course, in order to avoid duplication. In these circumstances, a student may petition the Faculty Council for an exemption from a required course by submitting a portfolio of relevant learning to their advisor. The Faculty Council will make a recommendation to the dean.

If the dean deems the request reasonable, the student may sit for an oral examination with the instructor of the course. If the examination is passed the student may be exempted from taking a given course. Credit is not granted for an exemption, and the student is still required to obtain the stated number of credit hours for graduation in the degree program in which the student is enrolled. Exemptions will not be granted for any course which is generally required by states for licensure as a psychologist. A maximum six hours of coursework

can be exempted in this manner. In addition, exempt hours count towards the maximum number of transfer credits allowable. That is, the maximum number of hours, combined, of transfer and exempt hours is nine for the M.S. program and 18 for the Psy.D. program. A standard fee of $100 must be submitted to account for the instructor's time in administering each oral examination [see also Expenses].

FINANCIAL AID

Financial aid is available on a limited basis to students. Applications and awards typically are made during the summer for the following academic year. Financial awards may take the form of scholarships, assistantships, or loans, depending upon the source of the funding. Application forms are available through the registrar.

EXPENSES

All expenses are payable in U.S. currency. The Institute reserves the right to change rates and policies when necessary.

Tuition and Regular Fees	2002–2003
Tuition (per credit)	$625
Application fee (non-refundable)	50
Student Activity Fee (per year)	40
Course Exemption Fee	100
Late Registration Fee	25
Library Fee (per semester)	80
Graduation Fee	60
Audit Application Fee	30
Transcript Fee	5
Replace Diploma	50
Returned check fee, each service	25
Registration change fee	5

DELINQUENT ACCOUNTS

A student with a delinquent account or debt will be denied a transcript or diploma until all obligations are fulfilled. The student is responsible for attorney fees and other costs and charges necessary for the collection of any amount not paid when due.

REGISTRATION

Enrollment Status

Students attending the Institute enroll in one of four categories:

Full-time Study— Full-time students must be admitted to one of the degree programs. The full-time study load is nine or more credits per semester. The M.S. program can be completed in four semesters [12 credits per semester]. The coursework in the Psy.D. program requires a minimum of eight semesters to complete [a doctoral dissertation and pre-doctoral internship are also required before the degree will be granted].

Part-time Study—Part-time students must be admitted to one of the degree programs. The part-time study load is eight or fewer credits per semester.

Course for Credit — Any person wishing to register on a course-for-credit basis must submit a completed application and pay the required application fee. An interview is not required. Students receiving permission to take a course(s)-for-credit are not admitted to either degree program. Permission is subject to limitations of class size, with priority given to degree candidates, special requirements for taking a particular class, and exclusion of non-degree students from certain classes.

Auditing — Students can audit a masters-level course offered by the Institute as long as they have an appropriate baccalaureate degree. They will be charged two-thirds of the current tuition fee. Enrollment as an auditor is subject to limitations of class size, with priority given to students enrolled for credit, any special requirements for auditing a particular class, and the exclusion of auditors from a particular class or a given type of class. Any person wishing to audit a course must apply to audit and pay an audit application fee. Forms are available through the registrar.

Registration for Classes

Attendance at any Institute class is not permitted unless the person is registered for the class.

Fall registration for returning students takes place in July. Spring registration for returning students takes place during November. Registration of new students is held during the week immediately preceding the first day of regular classes. A late registration fee will be charged if the registration is not received on time. Students whose accounts are not current will not be permitted to register for classes. Students taking a course for credit must register no later than the commencement of the third class meeting during the regular semester.

An academic advisor will be assigned to each incoming student. All students must meet with their academic advisor prior to registering for classes each semester.

AUDITING COURSES

Any enrolled student may choose to audit a course by paying the audit tuition and applicable audit fee. For students auditing a course, attendance will not be recorded, nor will they be required to complete any of the class requirements. No academic credit is awarded for auditing a course.

A student may later enroll in the same course for credit by paying the regular registration fee. Students who have previously audited a class, and who are now taking the course for credit are required to complete the assignments for the course as outlined by the syllabus of the current [i.e., course for credit] instructor, including any requirements for class participation, papers, and examinations. The student may, however, petition the instructor and dean for a modification of the class attendance requirement of the Institute.

A student taking a course on an audit basis may petition the dean to switch to taking the course on a "course for credit" basis. Such petition must be presented and approved by the dean prior to the commencement of the fifth class meeting of the semester.

COURSE CHANGES

After the registration period has ended, courses are added or dropped with a service charge of $5 for each change (or set of changes made at the same time). Course changes must be approved in writing by the student's academic advisor before the change can be made. No course has been officially added or dropped until the change has been recorded on the student's permanent record.

WITHDRAWALS

Students are permitted to drop courses through the end of the seventh week of the semester. Summer sessions can be dropped through the end of the second week of the session. The student must initiate the drop process through his or her academic advisor.

To cancel a registration or to withdraw from the Institute at any time other than the close of the semester, students are required to secure written permission from the dean. No refunds will be made without an honorable dismissal from the dean.

Discontinuation of class attendance or notification to an instructor of withdrawal does not constitute an official withdrawal. In these instances, students will be responsible for the full payment of their accounts. Students who withdraw from the Institute during the fall or spring semester with written permission from the dean are allowed a return of tuition and refundable fees according to the following schedule:

Withdrawal Date	Refundable Portion
First Week	80%
Second Week	60%
Third Week	40%
Fourth Week	40%
Later Than Fourth Week	0%

All monies due the Institute at the time of withdrawal become due and payable immediately. To obtain a refund of tuition and refundable fees, students must also turn in their student identification cards.

The date used to calculate refunds will be that on which a student's request for withdrawal is made to the Dean. Certain exceptions to the above-stated policies may be approved by the Dean in specific instances (e.g., when students incur serious injury or illness, etc.).

Deeper Understanding

ACADEMIC POLICIES

Academic Standing

To remain in good academic standing, students must maintain a cumulative grade point average of 3.0. A 3.0 grade point average is necessary to graduate. Cumulative grade point criteria do not apply until the student has completed six or more credits.

Academic Probation

In the event that a student fails to meet the above standard for good academic standing, he or she will be placed on academic probation. Students whose cumulative grade point average falls below 2.00 may be subject to academic dismissal.

Students may request exceptions to this policy by presenting a written description of their extenuating circumstances and their plan for re-establishment of good academic standing to the dean. The student will be advised in writing of the decision after review by the Faculty Council.

Student Transcripts

Each student can receive up to 20 copies of their transcript free of charge; after 20 copies have been issued, there will be a charge of $5 per transcript. To receive copies of transcripts, students or former students must submit a written request including the students name, social security number, dates enrolled, address to which transcript is to be mailed and signature. Transcript will be mailed within seven days of receipt of the request.

International Students

International students are required to maintain valid immigration status throughout their stay at the Institute. In most cases, this requires that the student be enrolled full-time for two consecutive semesters out of every year. A person whose immigration status is not valid is not considered a current student, and cannot register for classes, participate in the Institute's activities, or apply for readmission or admission to a degree program.

Faculty Availability and Accessibility

The Institute is deeply concerned about each student's individual progress within its program. One major method of assisting the student in accomplishing academic excellence and making prudent academic decisions is student access to instructors. Timely instructor input, feedback, and guidance benefits the student's decision making, and facilitates academic progress. To ensure the adequate availability and accessibility of instructors, the Institute requires that faculty members currently offering a course hold a minimum of two hours of office hours per week outside of scheduled classroom times. An initial schedule of an instructor's office hours will be distributed at the first class meeting. Any changes to the office hours of an instructor will be announced in class meetings. An updated schedule of the office hours of all instructors will also be available during business hours from the office.

In order to ensure an equitable and effective use of both the student and instructor's time, students are required to make an appointment when they would like to utilize an instructor's office hours. Each instructor will inform the students during the first class meeting what process he or she wishes to maintain in scheduling appointments for office hours.

Class Attendance

All students, whether full-time, part-time, or course-for-credit are required to attend all scheduled classes and complete all examinations and other requirements. This necessitates that students reside within easy commuting distance of the Institute. Furthermore, it requires that students miss no more than two class meetings of any given course. Absences exceeding these limits will result in the student being dropped from the class unless the student receives a written exemption granted jointly by the instructor and dean.

Leave of Absence

Should a student enrolled in a degree program of the Institute find it necessary to interrupt active pursuit of their degree, he or she may petition the dean for a leave of absence for a specified period of time, generally limited to one calendar year. Students receiving financial aid who file and receive approval for a leave of absence will have their financial aid reinstated automatically, all other things being equal. The right to make use of the Institute's facilities is suspended while the leave is in effect.

The student who discontinues active enrollment in courses without being granted a leave of absence, or a student granted a leave of absence who does not return to active enrollment in courses at the close of the approved period of time, must apply for readmission to the degree program, and will be subject to the regulations and requirements then in force. In such cases, acceptance into the program is not guaranteed, and any courses taken prior to the interruption of enrollment may not count towards graduation if they were not completed within the time allowed for degree completion. (See **Requirements for Completion of Degree**)

Examinations

Final examinations are scheduled during regular class hours during the final week of each semester and on the last day of each summer session. In case of serious illness or emergency, arrangements may be made with the instructor to take an exam at another time. Postponement of a final examination beyond the last day of the semester or of the summer session requires the issuance of an "incomplete" designation.

Permanent Academic Record

All grades recorded become a permanent part of the student's academic history. If a student receives a failing grade, that grade will remain on the record. If such a course is retaken, the new registrations and grade will also be recorded on the student's permanent record.

Grading Policy

To ensure that grades are awarded with justice and on a uniform basis, all members of the faculty are required to make clear to their students at the beginning of each course the principles which they will employ in determining final grades. These principles may include an individual evaluation to be made by the instructor, but this should be clearly stated to those enrolled. A clear statement of grading principles offered by the instructor is the student's strict right and the instructor's serious duty.

The Institute requires instructors to report grades in the form of A, B, C, etc., but the individual instructor can define numerically what each grade requires as well as assign finer distinctions such as A-, B+, etc. On official IPS transcripts, grade points will be reflected as follows:

Letter Grade	Points Assigned
A	4.0
B	3.0
C	2.0
NC	0.0
I	Incomplete

A student who believes a final grade has been miscalculated should ask the instructor to review the matter. If a grade change is warranted, the instructor should report this to the registrar. No grade change will be accepted after 30 days of the end of the semester unless authorized by the dean. Requests for change in grade, which would make the student eligible for academic honors, or for graduation, or which would prevent dismissal for academic deficiencies must be made before the regular date on which those actions are taken.

If the student wishes to appeal an instructor's decision regarding a grade, or if the student is unable to contact the instructor, the student may submit a written request for a review by the dean. This request must be filed within 45 days of the end of the semester. The dean or the dean's designee will then talk with the student and instructor, and will attempt to resolve the dispute about the grade. Failing such a resolution, the instructor's grade will stand.

Students may retake certain courses in order to improve their grade. In such cases where a course is retaken both grades will be reported on their transcript, but the higher of the two will be used for the purpose of calculating the grade point average. Basic and advanced clinical practice classes may not be retaken. Poor performance in such courses will be remediated through an individualized plan developed between the instructor, faculty council, and student.

REQUIREMENTS FOR COMPLETION OF DEGREE

MASTER OF SCIENCE [M.S.] IN CLINICAL PSYCHOLOGY

All students must complete 48 credit hours of courses as outlined in the curriculum for the Master of Science program and must obtain a

cumulative GPA of 3.0. Full-time students can complete all 16 courses in two academic years. All students admitted (part-time or full-time) must complete the 16-course sequence within five academic years (with an academic year comprising a fall semester and a spring semester).

Any student admitted with deficiencies in their prerequisite undergraduate coursework must successfully complete the remediation plan developed at the time of their admission within one year.

Comprehensive Examination

The successful completion of the comprehensive examination process is required prior to graduation. Students may begin the comprehensive process after the completion of a minimum of 12 courses (36 hours of credit). Dates for the comprehensive examination are scheduled at least once each regular semester and once during the summer. The comprehensive examination is written, and requires knowledge of (a) specific applied clinical course content, (b) synthesis and integration of learning across courses in the curriculum, and (c) general knowledge in core content areas of psychology. Two faculty members will issue independent ratings (pass/fail) for each section of the exam. If these ratings disagree, a third faculty member will independently review the exam and this faculty member's rating will be determinative. Students will be notified of comprehensive examination results within one month of the exam date.

If a student fails any section of the comprehensive examination more than twice, the student may be dropped from the Master of Science program. Upon the second failure on a given portion, a committee consisting of the student's advisor, the dean, and at least one other faculty member with expertise in the appropriate content area, will meet and make a determination regarding the student's continuance in the M.S. program. A determination for retention will be accompanied by a plan for the remediation of the student's deficiencies.

DOCTOR OF PSYCHOLOGY [PSY.D.] IN CLINICAL PSYCHOLOGY

All students must complete a total of 102 credit hours, comprised of 96 credit hours of academic coursework as outlined in the curriculum for the Psy.D. program, and six Dissertation credit hours. A cumulative GPA of 3.0 must be maintained. By following the order indicated in the curriculum section of this catalog, students can complete all

required coursework in four academic years. Students in the Psy.D. program are expected to enroll on a full-time basis and to be in residence throughout the period in which they are completing course work at the Institute. (Students may and in many cases will be required to reside away from the Institute during their pre-doctoral internship). Individuals with significant outside obligations can and are expected to take additional years to complete the program. However, all requirements must be completed within 10 years of admission to the program, in order to ensure that the degree represents an education that is focused and current.

Clinical Externship

In order to ensure that students are adequately formed in their clinical skills, in addition to clinical coursework, they are required to complete a minimum of 300 hours of supervised clinical service provision (two semesters; 10 hour/week) during their third year of training. Supervision will be provided by Institute faculty and onsite supervisors, who will provide regular feedback to the student regarding their progress. After the first semester, if the supervisors determine that the student is in need of remediation, the supervisor will convene a meeting with the student and a faculty committee by the fourth week of the spring semester to discuss the parameters of the remediation plan.

Doctoral Comprehensive Examination

As evidence of their achievement in clinical psychology, students are required to demonstrate their clinical skills through a clinical case presentation of their psychotherapeutic skills, and a diagnostic presentation of their skills in psychological assessment. Evaluation of these skills will be done by no fewer than two of the clinical psychology faculty members.

Doctoral Dissertation

A doctoral dissertation (for which six credit hours are earned) must be completed and successfully defended. The doctoral dissertation can take the form of a critical review and analysis of a topic or area in the field of psychology, or it may take the form of an original research which can be either theoretical or empirical. The dissertation topic must be defined in close consultation with the student's advisor and dissertation committee. Students must have their dissertation proposal approved by the committee prior to going on internship. The dissertation is expected to meet scholarly standards and be of publishable quality. It must be defended orally before the committee.

Pre-doctoral Internship

Students in the Doctor of Psychology (Psy.D.) degree program must also obtain and successfully complete a year-long pre-doctoral internship as a requirement for graduation.

GENERAL REQUIREMENTS FOR RECEIPT OF DEGREES FROM THE INSTITUTE

In addition to academic requirements for graduation, students must act responsibly in attempting to live in accord with standards of wholesome Christian character and with the general standards of the Institution.

It is also necessary for students to present a satisfactory clearance of accounts prior to graduation. Students who have not made satisfactory financial arrangements will not have access to any student services, including transcripts, degree checks, diploma, transfer, or enrollment for another degree program.

In order to qualify for graduation all work must be completed and all requirements met by the official graduation date.

POLICIES AND PROCEDURES REGARDING STUDENT COMPLAINTS

Complaint Resolution Procedures

Student complaints will be handled as follows:

1) **Filing a Complaint**: The complainant shall file a written complaint with the dean. The complainant shall record with specificity the circumstances of his or her complaint.

2) **Fact-Finding Committee**: The dean will appoint a Fact-Finding Committee consisting of three members from the faculty. A chair of the committee is designated by the dean. If a conflict of interest or other valid reason prevents a committee member from serving, the dean shall select an alternate. The dean shall make every effort to ensure that a fair, impartial and representative committee hears the matter.

3) **Notification**: The dean shall give the respondent written notification that a complaint has been filed, as well as a copy of the complaint. The respondent may file a written response with the chair. The dean shall provide a copy of the response to the complainant.

4) Investigation: The following standards for investigation will be observed:

- **a)** In conducting the investigation, the committee shall receive and review the complaint, the response, and other pertinent statements or documents.
- **b)** The complainant and respondent shall be given the opportunity to respond to one another's statements, and to individually present witnesses or concerned parties in conformity to the evidence presented.
- **c)** The committee will interview witnesses and concerned parties individually and in conformity with privacy requirements, as it deems necessary.

5) Fact-Finding Report: When, in the judgment of the committee, the positions of the complainant and respondent have been equitably heard, the committee shall submit a written Fact-Finding Report to the dean. The Fact-Finding Report shall contain the following:

- **a)** a statement of the issues under review
- **b)** the positions of the parties
- **c)** a finding of the results of the investigation
- **d)** conclusion as to whether there is probable cause to believe that the complaint is valid
- **e)** recommendations for action to be taken

The total time period for the investigation, from the filing of a written complaint to submission of the Fact-Finding Report to the dean shall not exceed 90 calendar days.

The chair of the Fact-Finding Committee will maintain all records of the complaint, including its conclusions and recommendations. These records shall be transferred to the Office of the Dean at the time of disposition of the complaint. The record shall be maintained in conformity with state and federal privacy and disclosure requirements and policies and procedures.

Disposition of the Complaint and Disciplinary Action

The dean will make the decision about action to be taken. The factual conclusions contained in the Fact-Finding Report shall be binding upon the dean for the purpose of this determination.

The dean will discuss the decision with the chair of the Fact-Finding committee prior to taking action if the action to be taken is different than that recommended.

The dean will immediately notify the complainant and the respondent in writing of the disposition of the complaint once the decision has been made.

The decision of the dean will be made within ten working days of the receipt of the Fact-Finding Report. If disciplinary action is taken, the person disciplined has the right to file an appeal challenging the disciplinary action. Appeals must be made in writing to the Chairman of the Board of the Institute no later than 15 working days from the date of the dean's notification of the decision. The Chairman of the Board will notify the party making the appeal of the Chairman's decision in the matter within 15 working days of the date of the appeal. The Chairman's decision shall be final.

CONFIDENTIALITY

In the complaint resolution procedures, every reasonable effort is made to protect the privacy of all parties. All records pertaining to investigation and to the disposition of the complaint shall be maintained in sealed files in conformity with state and federal privacy requirements. Such records will be made available to individuals involved or alleged to be involved in a complaint, to officials of the Institute who have a need to know, and otherwise, only in accordance with applicable state and federal law and only to the extent required by law.

RETALIATION PROHIBITED

The Institute strictly prohibits retaliation against a member of the Institute community who files a complaint, against whom a complaint is filed, or who otherwise is a participant in the complaint resolution procedure. Such retaliatory conduct includes, but is not limited to, decreasing an employee's pay, reducing a student's grade, or downgrading a person's performance evaluation.

CHAPTER III: GRADUATE PROGRAMS

MASTER OF SCIENCE (M.S.) DEGREE PROGRAM IN CLINICAL PSYCHOLOGY

The Master of Science (M.S.) Degree Program in Clinical Psychology consists of 48 credit hours of course work. Students must also complete a comprehensive exam prior to graduation. There are no electives in the program. A typical pathway for full-time students who plan to complete the program in two years would be as follows:

ACADEMIC YEAR 2002–2003

FALL 2002

Psy 500	**Psychology: History and Systems**
Int 502	**The Integration of the Human Person: Christian Perspectives**
Psy 516	**Basic Interviewing and Clinical Skills**
Int 533	**Foundations for Psychology**

SPRING 2003

Psy 504	**Psychological Measurement**
Psy 503	**Personality Theories**
Psy 507	**Psychopathology**
Psy 609	**Adult Psychotherapy**

ACADEMIC YEAR 2002–2003

FALL 2003

Psy 512	**Law, Ethics and Psychology**
Psy 608	**Cognitive/Behavioral Assessment**
Psy 610	**Child Psychotherapy**
Int 614	**Psychology and Living the Christian Life**

SPRING 2004

Psy 613	**Personality Assessment**
Psy 611	**Marital Therapy**
Int 619	**Hermeneutics and Research Techniques**
Psy 605	**Developmental Psychology**

Personal Growth

DOCTOR OF PSYCHOLOGY (PSY.D.) DEGREE PROGRAM IN CLINICAL PSYCHOLOGY

The Doctor of Psychology (Psy.D.) Degree Program in Clinical Psychology consists of 102 credit hours of course work. This course work consists of 78 credit hours in Psychology, 18 credit hours in Integrative studies, and 6 credit hours of dissertation. Students must also complete a 300 hour clinical externship during the third year of the program, pass a series of comprehensive exams, author and defend a doctoral dissertation, and complete a pre-doctoral internship. Typically students will also complete clinical placements in other sites outside of the Institute in their fourth year of the program.

The program can be completed in five years for those able to commit themselves to full-time study and work at the Institute. Individuals with significant outside obligations are nonetheless encouraged to apply, and are expected to take additional years to complete the program. A typical pathway for the completion of the program by student enrolled on a full-time basis is as follows:

ACADEMIC YEAR 2002–2003

FALL 2002

Psy 500	**Psychology: History and Systems**
Int 502	**The Integration of the Human Person: Christian Perspectives**
Psy 516	**Basic Interviewing and Clinical Skills**
Int 533	**Foundations for Psychology**

SPRING 2003

Psy 504	**Psychological Measurement**
Psy 503	**Personality Theories**
Psy 507	**Psychopathology**
Psy 609	**Adult Psychotherapy**

ACADEMIC YEAR 2003–2004

FALL 2003

Psy 512	**Law, Ethics and Psychology**
Psy 608	**Cognitive/Behavioral Assessment**
Psy 610	**Child Psychotherapy**
Int 614	**Psychology and Living the Christian Life**

SPRING 2004

Psy 613	Personality Assessment
Psy 611	Marital Therapy
Int 619	Hermeneutics and Research Techniques
Psy 605	Developmental Psychology

ACADEMIC YEAR 2004–2005

FALL 2004

Psy 723	Advanced Psychotherapy I: Children
Psy 724	Advanced Psychotherapy II: Adults
Psy 718	Research Design for the Psychological Sciences
Psy 726	Advanced Marital Therapy

SPRING 2005

Psy 715	Family Psychotherapy I: Children
Psy 729	Advanced Statistical Methods
Psy 721	Learning and Cognition
Psy 836	Advanced Personality Assessment

ACADEMIC YEAR 2005–2006

FALL 2005

Psy 717	Family Psychotherapy II: Adolescents
Psy 897	Psychology Seminar
Psy 830	The Psychologist as Consultant, Supervisor and Educator
Int 828	Metaphors and Symbols in Psychotherapy and Theology

SPRING 2006

Psy 820	Group Psychotherapy
Psy 822	Biological Bases of Behavior
Psy 825	Social Psychology
Int 832	Integration Seminar

ACADEMIC YEAR 2006–2007

Pre-Doctoral internship

ELECTIVE COURSES

Psy 534	Crisis Intervention and Stress Management from a Christian Perspective
Psy 898	Clinical Supervision

COURSE OFFERINGS

Note: The purpose of the 400-level courses (one credit each) is to assist students who are entering the program without the prerequisite training in psychology, philosophy, and theology in gaining a foundational knowledge to assist them in completing the program.

Psy 401 – Clinical Psychology and Personality Theory Overview
Psy 402 – Abnormal Psychology Overview
Psy 403 – Developmental and Social Psychology Overview
Psy 404 – Sensation, Perception, and Physiological Psychology Overview
Psy 405 – Statistics and Research Design Overview
Psy 406 – Learning Theory and Cognitive Psychology Overview
Phil 407 – Philosophy Overview
Theo 408 – Catholic Theology Overview

Psy 500 – Psychology: History and Systems (3 cr)
Behaviorism, psychoanalytical theory and biological based theories (e.g., cognitive neuroscience) have been offered as coherent accounts of the nature of human nature. All derive support from versions of evolutionary theory. On this account, theories of motivation are of the survivalistic variety, conduct is understood as "adaptive," and complex social phenomena are reduced to sociobiological processes. Empirically and conceptually these orientations are worthy of renewed assessment.

Int 502 – The Integration of the Human Person: Christian Perspectives (3 cr)
This course examines the unity and complexity of the human person from the Christian point of view, especially the interaction of nature, grace and culture in human development and fulfillment. The meaning of personal wholeness will be analyzed and evaluated and successful models of integration will be drawn from the Christian tradition.

Psy 503 – Personality Theories (3 cr)
Introduces the major theories of personality used in clinical/counseling psychology, including those schools of thought associated with Freud, Object-Relations theory, Erikson, Jung, Adler, Horney, Rogers, Maslow and Cognitive-Behavioral theory. Emphasis is also put on relevant research findings and critical assessment of the validity and usefulness of the different theories.

Psy 504 – Psychological Measurement (3 cr)
This course covers the application of statistical thinking and related graphical and other computational tools to the study and measurement of psychological phenomena. The first part of the course serves as an introduction to a wide range of topics related to basic statistical analysis. Building on this basic knowledge, the second part of the course examines basic concepts and computational methods related to test and survey design.

Psy 507 – Psychopathology (3 cr)
Overviews the major theories, classification systems, and research in the area of psychopathology. Introduces students to diagnostic nomenclature with emphasis on developing facility with the DSM-IV classification system. Also examines spiritual and moral pathology and their effects on the quality of life.

Psy 512 – Law, Ethics and Psychology (3 cr)
This course examines the ethical codes and guidelines developed within the mental health field. Special emphasis is placed on how these ethical guidelines, along with Christian principles, can be applied to the practice of psychology in a manner which holds the well-being of the client as primary. The course also examines professional issues relevant to the practice of psychology.

Psy 516 – Basic Interviewing and Clinical Skills (3 cr)
This course trains students in skills for developing constructive working relationships with clients. It also helps students develop basic clinical skills used in gathering information from and developing an understanding of clients. Covers both structured and unstructured approaches to interviewing. Also introduces students to a variety of self-report and screening instruments useful for gathering information from clients and forming an integrated understanding of a client's life.

Int 533 – Foundations for Psychology (3 cr)
This course seeks to contextualize psychology historically and multiculturally in the principal world views and value systems within which therapists and clients must communicate. It will provide the interpretative skills necessary for such communication.

Psy 534 – Crisis Intervention and Stress Management from a Christian Perspective (2 cr)

This course will focus on the practical assistance of persons experiencing trauma, extreme stress and sorrow. Resources will be drawn from appropriate Christian literature as well as from a contemporary series of crisis management. The course will also serve as a model of integrating religious values with counseling and psychotherapy.

Psy 605 – Developmental Psychology (3cr)

This course covers the major theoretical systems which seek to explain the development of the human person and examines it from a variety of perspectives: physical, intellectual, emotional, spiritual and moral. It also considers central aspects of Christian life such as the development of the conscience, the life of virtue, commitment to human relationships and the discernment of one's vocation.

Psy 608 – Cognitive / Behavioral Assessment (3 cr)

Offers an overview of the major theories of intelligence. Develops basic skills in the administration of commonly used standardized test instruments for assessing intelligence in children, adolescents, and adults. Also covers the basics of report writing and ethical issues pertaining to psychological assessment. (Prerequisite: Psy 504, Psy 516)

Psy 609 – Adult Psychotherapy (3 cr)

Provides an introduction to the theory and practice of psychotherapy with adults. Introduces students to various approaches to psychotherapy as well as providing training in a variety of foundational therapeutic techniques. Examines the proper role of the therapist with regard to the psychological, moral and spiritual development of the client. (Prerequisite: Psy 507)

Psy 610 – Child Psychotherapy (3 cr)

Develops a framework for understanding family life and the role of parents in raising children. Provides training in basic skills for working with children in therapy including play therapy, behavioral techniques, parenting skills training, and parent counseling. Also provides specialized coverage of intake interviewing, assessment instruments, and diagnostic issues related to working with children.

Psy 611 – Marital Psychotherapy (3 cr)

Develops a Christian framework for understanding the nature of marriage. Trains students in basic skills used in the assessment and treatment of marital distress. Also introduces students to related areas in support of marriage such as pre-marital assessment and counseling, and marriage enrichment.

Psy 613 – Personality Assessment (3 cr)
Develops basic skills in the administration of commonly used personality tests, including both psychometric and projective approaches to personality assessment. Develops further report writing skills by examining the ways in which the results of cognitive/behavioral assessment and a variety of personality assessment instruments can be integrated. (Prerequisite: Psy 507, Psy 608)

Int 614 – Psychology and Living the Christian Life (3 cr)
This course explores the interface between psychology and Christian moral teaching, with particular attention to the ideal of Christian happiness and perfection, the crisis of moral conversion, and the means to attain these ideals.

Int 619 – Hermeneutics and Research Techniques (3 cr)
The scientific mode predominant in psychology today often leaves clinical psychologists ill-prepared in research and clinical work to exploit the rich resources for psychological analysis available in literary and other types of texts and artistic forms. The aim of this course is to engage students in acquiring these hermeneutic skills.

Psy 715 – Family Psychotherapy I: Children (3 cr)
Develops a conceptual framework for understanding how parents can be actively involved in the treatment with their children. Covers a variety of therapeutic interventions including family therapy, parent skill training, and parent counseling. (Prerequisite: Psy 610)

Psy 717 – Family Psychotherapy II: Adolescents (3 cr)
Develops a conceptual framework for understanding the nature of parent-adolescent relationships. Covers a variety of therapeutic interventions for working with parents and adolescents together. Also examines the integration of individual-level and family-level interventions with adolescents. (Prerequisite: Psy 609)

Psy 718 – Research Design for the Psychological Sciences (3 cr)
This course spans a variety of qualitative and quantitative techniques in the design, computation and interpretation of complex experiments in the psychological sciences. There is also an in-depth treatment of typical sampling designs that arise in the psychological sciences. In all these observational, quasi-experimental and fully experimental settings, emphasis is given on how to analyze the resulting complex data structures in the presence of measurement error and missing data. Sample reuse techniques, like the bootstrap and jackknife, are also covered including related software. (Prerequisite Psy 504)

Psy 721 – Learning and Cognition (3 cr)
This course covers a variety of models of learning and cognition. The course covers basic concepts from learning theory such as classical conditioning, operant conditioning, shaping, modeling, and social reinforcement and examines how these basic principles are utilized in therapeutic interventions. The course also covers modern theories of cognition and examines how these principles have been applied in cognitive approaches to psychotherapy.

Psy 723 – Advanced Psychotherapy I: Children (3 cr)
Promotes further knowledge and skill development in the assessment and treatment of children. Builds on basic skills acquired in the introductory course on child psychotherapy by providing advanced skill training and supervision in treatment methodologies previously covered, as well as introducing additional treatment interventions. (Prerequisite: Psy 610)

Psy 724 – Advanced Psychotherapy II: Adults (3 cr)
Promotes further knowledge and skill development in the assessment and treatment of adolescents and adults. Builds on basic skills acquired in the introductory course in adult psychotherapy by providing advanced skill training and supervision in treatment methodologies previously covered, as well as introducing additional treatment interventions. (Prerequisite: Psy 609)

Psy 726 – Advanced Marital Psychotherapy (3 cr)
Promotes further knowledge and skill development in the assessment and treatment of distress in marriages with a view to attaining the ideal of Christian marriage and family life. Builds on skills acquired in the introductory course in marital therapy by providing advanced skill training and supervision in treatment methodologies previously covered, as well as introducing additional treatment interventions. (Prerequisite: Psy 611)

Psy 729 – Advanced Statistical Methods (3 cr)
This course integrates multivariate analysis methods with the complex data settings covered in Psy 718. Topics include conventional applied tools like factor analysis and cluster analysis, plus general linear and log linear modeling. Advanced computationally intensive graphical techniques are featured. Applications are made through case studies to meta-analysis, outcome research and program evaluation. Sample reuse ideas from Psy 718 are reintroduced and their applications expanded. Some tailoring may be done to fit dissertation research needs. (Prerequisites Psy 504 and 718)

Psy 820 – Group Psychotherapy (3 cr)
This course helps students develop an understanding of group process and how such processes can be applied therapeutically in the treatment of children, adolescents, and adults. The course covers a variety of group formats such as time-limited vs. on-going groups and heterogenous vs. problem specific groups. Also examines the use of psychoeducational groups in the treatment of psychological problems.

Psy 822 – Biological Bases of Behavior (3 cr)
This course serves as a general introduction for students to the field of physiological psychology, however, the course emphasizes a number of areas of physiological psychology which are most useful in the practice of clinical psychology. These areas include the nervous system, biological bases of behavior, and psychopharmacology.

Psy 825 – Social Psychology (3 cr)
Serves as an overview of the major theories, areas of study, and research methodologies in the field of social psychology. Includes such topics as impression formation, attribution theory, social influence, attitude development and change, prejudice and discrimination, antisocial and prosocial behaviors, affiliation and attraction, and sex role behaviors.

Int 828 – Metaphors and Symbols in Psychotherapy and Theology (3 cr)
Worldviews and value systems, whether secular or religious, are most profoundly expressed not so much in abstract cognition as in symbols that speak to the entire person, both cognitively and affectively. Building on the course in Hermeneutics and Research Techniques, this course deals with the employment of symbols in research and clinical practice. Particular attention will be given to the Christian sacraments and liturgy their analogues in the other religions and secular cultures. (Prerequisite: Int 619)

Psy 830 – The Psychologist as Consultant, Supervisor, and Educator (3 cr)
As leaders, psychologists find themselves called to participate in many roles beyond those of clinical practice and research. This course introduces students to the leadership roles of consultation, supervision, and teaching. Students will be introduced to the literature concerning these areas, as well as being provided with opportunities for experiential learning about these roles.

Int 832 – Integration Seminar (3 cr)
This seminar is the final integration course in the Psy.D. curriculum. Its purpose is to review, refine, and further develop students' understanding of psychology from an integrated perspective. The seminar also serves to assist students in adopting an integrated approach to the completion of their doctoral dissertation.

Psy 836 – Advanced Personality Assessment (3 cr)
Develops skills in the administration and interpretation of more advanced projective personality techniques such as the Rorschach. Develops further report writing skills by examining the ways in which the results of a variety of psychological assessment instruments can be integrated and used to make diagnoses and treatment recommendations. (Prerequisite: Psy 613)

Psy 897 – Psychology Seminar (1-3 cr)
Special topics in areas of applied clinical or theoretical psychology and/or the integration of psychology with other disciplines.

Psy 898 – Clinical Supervision (1-3 cr)

Psy 899 – Dissertation (1-3 cr)

CHAPTER IV: PERSONNEL AND FACILITIES

DEAN

Gladys A. Sweeney, Ph.D.
Dean
Ph.D., Pennsylvania State University
M.A., Pennsylvania State University
B.A., Universidad Catolica de Chile

Dr. Sweeney is a licensed psychologist with 20 years of clinical experience in child and adolescent development. She has held a faculty appointment at the John Hopkins School of Medicine, Department of Psychiatry, and a part-time faculty appointment in the Department of Pediatrics. She has consulted in hospitals and given training seminars at numerous institutions, including the University of Maryland School of Medicine, Child Psychiatry Department.

FACULTY

Rev. Benedict Ashley, O.P., Ph.D.
Professor
Ph.D., Aquinas Institute
Ph.D., University of Notre Dame
M.T.S., University of St. Thomas Aquinas, Rome
M.A., University of Chicago

Prior to joining the faculty of the IPS, Fr. Ashley had been a visiting professor at Notre Dame University's Maritain Center, St. Louis University's Center for Health Care Ethics, and the University of Chicago's Department of Humanities. In addition, he has recently served as a consultant to the National Catholic Bishops Conference and the National Catholic Bioethics Center. He is the author of many books and articles including *"A Psychological Model with a Spiritual Dimension"*, *"Theology and the Mind-Body Problem"*, *"An integrated View of the Christian Person,"* and most recently *"Spirituality and Counseling"*. His current research interests include Bioethics and the relation of science and technology to culture and education.

New Insights

Lisa L. Klewicki, Ph.D.
Assistant Professor
Ph.D., Fuller Theological Seminary, Psychology
M.A., Fuller Theological Seminary, Psychology
M.A., Fuller Theological Seminary, Theology
B.A., California State University, Los Angeles

Dr. Klewicki is a licensed clinical psychologist. She was formerly on staff at Patton State Hospital in California where she remained on staff for three years. While there, she coordinated an inpatient day-treatment program, provided individual and group therapy, conducted psychological and forensic assessments, and provided supervision for the internship program. Dr. Klewicki also served as an adjunct faculty member of Azusa Pacific University in California. Her research interests included psychological assessment and gender issues related to psychotherapy.

Frank J. Moncher, Ph.D.
Associate Professor
Ph.D., University of South Carolina
B.A., Kent State University

Dr. Moncher is a licensed clinical psychologist and Director of Clinical Training. He formerly served on the faculty at the Medical College of Georgia for seven years. While there, he coordinated intensive adolescent services, providing individual, group, and family therapy, as well as pediatric consultation services. Dr. Moncher teaches assessment and psychotherapy at IPS, and his research interests include the integration of Catholic thought into psychotherapy, and child and family development issues.

William J. Nordling, Ph.D.
Associate Professor
Ph.D., University of Maryland
M.A., University of Maryland
M.A., Duquesne University
B.A., University of Dallas

Dr. Nordling is a licensed clinical psychologist and Chair of the Psychology Department. He formerly served as the Clinical Director of the National Institute of Relationship Enhancement where he conducted training nationally in the areas of child therapy, marriage therapy,

and family therapy. Dr. Nordling has published and presented widely in these areas. His research interests include the development of Catholic approaches to child, marital and family therapies.

Senior Scholars

Daniel N. Robinson, Ph.D.
IPS Endowed Chair of Philosophical Psychology
Distinguished Research Professor and Professor of Psychology, Georgetown University
Ph.D., City University of New York
M.A., Hofstra University
B.A., Colgate University

Daniel Robinson has been a member of the Georgetown University faculty since 1971, chairing the Psychology Department from 1973–1976 and 1985–1990. He is author of many books, including *Wild Beasts and Idle Humors: The Insanity Defense From Antiquity to the Present* (Harvard, 1996), *An Intellectual History of Psychology* (3rd edition, Wisconsin 1995), *Aristotle's Psychology* (Columbia, 1989), and *Philosophy of Psychology* (Columbia, 1985). He edited the landmark 28-volume *Significant Contributions to the History of Psychology* and, most recently, *The Mind, An Oxford Reader* (Oxford, 1998). Professor Robinson is Fellow of Divisions 1, 3, 24 and 26 of the American Psychological Association, serving as President of both the Division of the History of Psychology and the Division of Theoretical and Philosophical Psychology. He is editor of *The Journal of Theoretical & Philosophical Psychology*. Professor Robinson lectures in Philosophy regularly at Oxford University where he is Faculty Fellow.

Fritz Scheuren, Ph.D.
Professor, George Washington University
Ph.D., George Washington University

Dr. Scheuren, an Urban Institute Senior Fellow, is an internationally recognized expert in survey statistics. He has held some of the highest positions in the U.S. government in statistics including Director of the Statistics Division of the Internal Revenue Service and the Chief Mathematical Statistician for the Social Security Administration. Currently, Dr. Scheuren is in charge of the Urban Institute's National Survey of America's Families.

Paul C. Vitz, Ph.D.
Professor, New York University
Ph.D. Stanford University
B.A. University of Michigan

Dr. Vitz is a licensed psychologist. Currently a Professor of Psychology at New York University, Dr. Vitz's work is focused on the development of Christian psychology, breaking from today's prevalent trend of secular humanism. His books include: *Psychology as Religion: The Cult of Self Worship, Sigmund Freud's Christian Unconscious and Modern Art* and *Modern Science: The Parallel Analysis of Vision.*

Adjunct

Rudolph D. Calabrese, M.S.W., Ph.D.
Ph.D., Columbia Pacific University, California
M.S.W., Fordham University, New York
B.A. St., John's University

Dr. Calabrese has extensive clinical and supervisory experience. He is on the faculty of Iona College, the Washington School of Psychiatry and the Center for Modern Psychoanalysis. His publications include *The Paranoid Process: Theory and Treatment* and *Compulsive Gambling* in Baker's Encyclopedia of Psychology.

Rev. Paul de Ladurantaye, S.T.D.
Associate Professor
Notre Dame Graduate School of Christendom College
S.T.D., John Paul II Institute
S.T.L., John Paul II Institute
S.T.B., Pontifical Gregorian University

Reverend Paul deLadurantaye is the Diocesan Secretary for Religious Education and the Sacred Liturgy in Arlington, Va, and serves as a Judge for the Arlington Diocesan Tribunal.

Wanda K. Franz, Ph.D.
Professor, West Virginia University
Ph.D., West Virginia University
M.S., West Virginia University
B.A., University of Washington

Dr. Franz, a native of Wyoming, earned her Ph.D. in psychology through West Virginia University and is a professor in Child Development and Family Studies therein. She has numerous publications covering a variety of topics such as postabortion syndrome, factors in the prevention of child abuse and the pro-life model.

Rev. Benedict J. Groeschel, CFR
Director, Office for Spiritual Development, Archdiocese of New York
Professor, Pastoral Psychology, St. Joseph's Seminary
Ed.D., Columbia University

Fr. Groeschel founded and is on the staff of Trinity Retreat, a center for prayer and study for the clergy. He has taught at Fordham University, Iona College and Maryknoll Seminary. Father Groeschel has published a number of books and tapes on spirituality and pastoral counseling, including *Spiritual Passages, The Psychology of Spiritual Development, Listening at Prayer, In the Presence of the Lord: The Psychology, History* and *Theology of Eucharistic Adoration* and numerous others.

Edward Sheridan, M.D.
Professor, Georgetown University Medical School
M.D., University of Virginia

Dr. Sheridan is a licensed psychiatrist in Washington, D.C. and Virginia. He is Board Certified both in adult psychiatry and in child and adolescent psychiatry. Dr. Sheridan teaches on the faculty of Georgetown University Medical School and the Washington School of Psychiatry. In addition, he has consulted with Project Rachel and Hospice, as well as agencies serving the homeless, juvenile offenders, and immigrants.

THE JOHN HENRY CARDINAL NEWMAN LECTURES

The Cardinal Newman Lectures is an annual program hosted by the Institute for the Psychological Sciences. Featured speakers are widely recognized for contributions made in the fields of Psychology, Moral and Political Philosophy, Theology and Law. The Institute promotes this interdisciplinary dialogue to advance the integration of modern social, psychological and Catholic thought.

The Person and the Polis: Faith and Values within the Secular State

The 2001–2002 series, "The Person and the Polis," addresses the fundamental and abiding tensions between cherished liberty and the moral life, between the State's religious indifference and the transcendent dimensions of human aspirations.

"In Defense of Moral Realism"
Daniel N. Robinson, Ph.D. September 19, 2001

"The Maladies of the Political Class: When Reason Ceases to Matter"
Hadley Arkes, Ph.D. October 5, 2001

"The Concept of Public Morality"
Robert George, Ph.D. November 8, 2001

"The Acting Person: What Faith Adds to Reason"
Michael Novak January 11, 2002

"The Psychology of Self: Modern, Post Modern, and Catholic"
Paul C. Vitz, Ph.D. February 15, 2002

"A Contemporary Philosophy of Action"
Kenneth Schmitz, Ph.D. March 22, 2002

"Moral Realism and Christian Virtues"
Rev. Romanus Cessario, O.P. April 26, 2002

All lectures are held at the Cosmos Club, Washington, D.C.
Commencing promptly at 2:00pm.
No charge. Reservations required.

ADMINISTRATION

Gladys A. Sweeney, Ph. D.	Academic Dean
William J. Nordling, Ph.D.	Chairman, Psychology Department
Frank J. Moncher, Ph.D.	Director of Clinical Training
Nancy R. Flynn	Registrar
Sharon W. O'Donnell, Ph.D.	Director of Student and Public Relations
Thomas A. Cronquist	Director of Development
Felecia A. Tyler, M.L.S.	Librarian

FACILITIES

The classroom and office facilities for the Institute are located in the Crystal City section of Arlington, Virginia, adjacent to Washington, D. C. The Institute is conveniently located within walking distance of Metro trains, and enjoys easy access to highways, airports (Reagan National), public parking, restaurants, and hotels.

ACCREDITATION

The Institute for the Psychological Sciences began operations in the Fall of 1999. The Institute has received authorization from the State Council of Higher Education for Virginia to confer the Master of Science (M.S.) and the Doctor of Psychology degree (Psy.D).

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