

INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

Integrated
Psychology



Bulletin of Information
2004-2005

Faith and
Reason

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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 or students on the basis of sex, race, religion, color, and national or ethnic origin. The Institute adopts this nondiscriminatory policy as to students, makes this policy known to the general public, and operates in a bonafide manner in accordance therewith in the administration of its educational policies, admissions policies, scholarship and loan programs, and other school administered programs.

THE INSTITUTE FOR THE PSYCHOLOGICAL SCIENCES

*2004-2005
Academic Catalog*

*Master of Science Program
in Clinical Psychology*

*Doctor of Psychology Program
in Clinical Psychology*

2004-2005 ACADEMIC CALENDAR

Psy.D. Summer Session

2004

First Day of Classes

May 24th

Add Period

thru June 7th

Drop Period

thru June 14th

Last Day of Exams

August 6th

Grades Sent

August 20th

FALL SEMESTER

2004

Financial Aid Deadline

June 30th

Registration Deadline

June 30th

Student Orientation

August 25th

First Day of Classes

August 25th

Labor Day

September 6th

Add Period

thru September 9th

Drop Period

thru October 2nd

Thanksgiving Break

November 22-26th

Last Day of Exams

December 17th

Grades Sent

January 7th

SPRING SEMESTER

2005

Financial Aid Deadline

November 1st

Registration Deadline

November 1st

First Day of Classes

January 10th

Add Period

thru January 24th

President's Day

February 21st

Drop Period

thru February 22nd

Spring Break

March 7-11th

Easter Break

April 11-15th

Last Day of Exams

April 29th

Grades Sent

May 13th

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STATEMENT FROM THE DEAN



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.

ABOUT THE INSTITUTE

■ MISSION STATEMENT

The Institute for the Psychological Sciences, an institution of higher education offering Master's and Doctoral degrees, affiliated with the Legionaries of Christ, is dedicated to the renewal of the Christian intellectual tradition and the development of a psychology consistent with the teachings of the Catholic Church and in constructive dialogue with the modern world.

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.

Integral to the Institute's mission is the development of Catholic approaches to psychology within the broader professional community, both nationally and internationally.

■ OBJECTIVES

1. Through its Master of Science Program in Clinical Psychology, the Institute provides students with a solid theoretical foundation and training in clinical skills consistent with Catholic approaches to clinical psychology so as to prepare them for further graduate training.
2. Through its Doctor of Psychology Program in Clinical Psychology, the Institute forms highly skilled clinical psychologists who have the leadership skills necessary for promoting Catholic approaches to the psychological sciences.

■ HISTORY

The Institute for the Psychological Sciences was founded by a group of mental health professionals, academicians and clinicians, under the leadership of Dr. Gladys Sweeney, who perceived a need for a proper understanding of the interrelationship between psychology and faith life. Their experiences in 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 by its students, faculty, and consultants.
2. Providing instruction in accordance with the teaching of the Magisterium of the Catholic Church.
3. Encouraging and fostering the spiritual formation of its students through opportunities 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. The Committee plans social activities and spiritual activities for students and serves as the main channel of communication between the student body and the Institute's administration. In support of the student life programs, a student activity fee is paid by each student enrolled in a degree program (see Expenses).



POLICIES AND INFORMATION

■ ADMISSIONS

The Institute for the Psychological Sciences utilizes an open enrollment process, whereby applications are evaluated by an admissions panel appointed by the Department Chairman, and applicants are offered acceptance into the program until all of the allocated slots for an entering class are filled. Part-time students taking only a single course for credit and students desiring to audit may take classes as space allows.



The admissions panel will only begin processing an application when 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 official 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, Graduate Record Examination (GRE) scores and Test of English as a Foreign Language (TOEFL) or International English Language Test System (IELTS) scores must be received. Applicants are responsible for taking the examinations far enough in advance to enable the scores to reach the Office of Admissions in a timely manner. Applicants will then be contacted regarding the scheduling of an interview.

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 to the Master of Science degree program may petition to have the in-person interview requirement waived, in which case an interview by phone will be conducted. Applicants to the Doctor of Psychology degree program must have an in-person interview. The applicant is responsible for personal transportation costs and/or phone charges. Following the interview the admissions panel will consider the applicant for admission, usually within two weeks of the interview date. The applicant will be notified of the admissions panel decision as soon as possible.

ADMISSION REQUIREMENTS

Master of Science Program in Clinical Psychology

Admission to the Master of Science (M.S.) Program in Clinical Psychology requires that a student has earned the Baccalaureate degree from a regionally 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 GRE are not required at this time, but may be

submitted and will be considered by the admissions panel 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 two years and obtained a minimum score of 600 (paper and pencil version) or 250 (computerized version). The Institute also accepts the International English Language Test System (IELTS) with an overall band score of 7.0 on the academic IELTS with no individual band scores below 6.0.

Graduates from foreign institutions are required to submit additional materials which will be considered on an individual basis. Applicants holding degrees from institutions outside of the United States should contact the Office of Admissions. A fee of \$100 will be charged to conduct the necessary equivalency review.

Academic success at the Institute relies heavily on a candidate's undergraduate major in the social or behavioral sciences. Consequently, entry into the IPS program requires a minimum of six (6) courses in basic psychology (including areas such as abnormal, developmental, experimental, physiological and social psychology, statistics, tests and measures, learning and motivation, and personality theory). 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 taken at the Institute's campus. Similarly, students with limited background in philosophy and theology may be required to take additional coursework at the IPS. Any individualized plan to remediate deficiencies must be completed within one year of admission to the program.

In considering applicants to the M.S. degree program, the faculty admissions panel will consider the following factors: cumulative undergraduate GPA (as well as graduate GPA if available), undergraduate GPA of courses in the social and behavioral sciences, letters of recommendation, interview responses, and answers to essays on the application (as well as TOEFL or IELTS scores, where applicable).

Doctor of Psychology Program in Clinical Psychology

Admission to the Doctor of Psychology (Psy. D.) Program in Clinical Psychology requires that a student hold a graduate degree in clinical psychology. 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 on the GRE are required for applicants to the Psy.D. program who have not completed their M.S. degree at IPS. 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 two years and obtained a minimum score of 600 (paper and pencil version) or 250 (computerized version). The Institute also accepts the International English Language Test System (IELTS) with an overall band score of 7.0 on the academic IELTS with no individual band scores below 6.0.

Students who enter the Psy.D. program directly because they already have a graduate degree in Clinical Psychology from another university may earn an additional M.S. degree from the Institute. To do so they would need to pass the M.S. Comprehensive Examination (see Requirements for Completion of Degrees – M.S. in Clinical Psychology), as well as complete the standard M.S. curricula.

In considering applicants to the Psy.D. degree program, the faculty admissions panel will consider the following factors: cumulative undergraduate GPA, GPA of courses in the social and behavioral sciences (both undergraduate and graduate), as well as TOEFL or IELTS and GRE scores (where applicable), comprehensive examination results, letters of recommendation, interview responses, answers to essays on the application, and commitment to and potential to fulfill the mission of the Institute of training leaders in the psychological sciences.



Fr. Benedict Groeschel, C.F.R. directs seminar.

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. The Institute welcomes qualified students of any religious faith; nonetheless, all students who seek admission must sincerely desire to share in the Institute's mission and objectives. Given its distinct and unique goal of integrating psychology with the Catholic view of the person and the moral life, the degree programs at the Institute differ from traditional psychology programs in their approach, while maintaining the rigor in both the quantity and quality of clinical psychology training.

CRITERIA FOR TRANSFER OF CREDIT

Graduate credits are transferable from regionally accredited institutions and must have been completed within a period of six (6) years prior to acceptance into the Institute's degree programs. Exceptions may be possible for those who have been actively involved in the field in which the degree was earned on a continuous basis prior to admission. 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. No graduate credit can be awarded for undergraduate level courses. Transfer of graduate credits earned at other institutions is not automatic. Because of certain state license requirements, only graduate credits from courses taken in departments of psychology can be transferred for Institute psychology course credit. 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 Transfer of Credit to IPS must be enrolled in a degree program and must petition the faculty, through contacting their advisor, prior to registering for their second semester of classes. Applicants should note that given the unique mission of the Institute, 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. Therefore, the following courses typically are not eligible for transfer from another institution: Psy 503 (Personality Theories); Psy 512 (Law, Ethics and Psychology); Int 533 (Foundations for Psychology); Psy 535 (Integration of Psychology and Spirituality); Psy 609 (Adult Psychotherapy); Psy 610 (Child Psychotherapy); Psy 611 (Marital Therapy); Psy 723 (Advanced Psychotherapy I: Children); Psy 724 (Advanced Psychotherapy II: Adults); Psy 726 (Advanced Marital Therapy); Int 828 (The Therapeutic Team); and Psy 836 (Advanced Personality Assessment).

Students admitted to the Masters of Science (M.S.) degree program in Clinical Psychology may transfer a maximum of nine (9) credit hours of courses. All transfer courses for psychology credit must have been earned at a regionally accredited graduate level program of an university

psychology department. A maximum of six (6) of these credits may be transferred for Integration courses.

Students admitted to the Psy.D. degree program in Clinical Psychology may transfer up to a maximum of six (6) credit hours of Integration courses and twelve (12) credit hours of Psychology courses. However, students admitted to the Psy.D. program who have completed their M.S. degree from the Institute will be allowed to transfer all credit hours completed at the Institute that are applicable toward the Psy.D. degree.

COURSES COMPLETED AT OTHER INSTITUTIONS WHILE ENROLLED AT THE INSTITUTE

A student enrolled in an IPS degree program may petition the Institute to take graduate courses at another accredited institution and apply these credits to a degree program at IPS. However, this option will generally only be endorsed in extenuating circumstances which are deemed extreme. In order to obtain credit for these classes, the student must submit, prior to taking the class, a written request to the Department Chairman via their academic advisor. The Department Chairman will determine the equivalency of the courses to those offered at the Institute (see **Criteria for Transfer of Credit**, above, for likely exclusions) and make a recommendation to the Dean, whose decision will be final. Transfer of credit hours is limited to the total number of transfer credit hours allowed, including those accepted 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 documentation.

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.

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 to avoid duplication. In these circumstances, a student may petition the Department Chairman for an exemption from a required course by submitting a portfolio of relevant learning to their advisor. The Department Chairman 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. A standard fee of \$100 must be submitted to account for the instructor's time in administering each oral examination (see also Expenses). 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 (6) hours of coursework can be exempted in this manner. In addition, exempt hours count towards the maximum number of transfer credit hours allowable. That is, the maximum number of hours of transfer and exempt hours combined is nine (9) for the M.S. program and eighteen (18) for the Psy.D. program.

■ FINANCIAL AID

Financial aid is available on a limited basis to students. Application forms are available through the Registrar and the Business Office.

The academic year consists of the summer, fall and spring semesters. For financial aid purposes, the Spring semester includes the Summer session. Students must demonstrate financial need, as calculated by federal methodology, to be considered eligible for need-based aid. Students must complete the Free Application for Federal Student Aid (FAFSA).

Eligibility for financial aid is directly related to satisfactory academic progress. Loss of aid eligibility due to non-compliance with satisfactory academic progress may be appealed in writing to the Financial Aid Office.

The Financial Aid Programs of the Institute include:

Teaching Assistantship Program

Merit-based aid determined through the evaluation of scores in clinical skills and GPA for coursework completed at the Institute. The program is available only to students admitted to the Psy.D. Program. Teaching Assistants are expected to complete 8 hours of service per week over two semesters.

Application Deadline: May 30, 2004

Financial Support Grants

Need-based aid determined through the Effective Family Contribution (EFC) as per results from the Free Application for Federal Financial Aid (FAFSA). The award requires that students maintain their status as student in good academic standing and are expected to complete 3 hours of volunteer service per week.

Application Deadlines:

Fall 2004 semester: June 30, 2004

Spring 2005 semester: November 1, 2004

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. If a previously enrolled student has a delinquent account he/she will not be allowed to register for the next semester until the account is settled.

■ E X P E N S E S

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

Tuition and Regular Fees	2004–2005
Tuition (per credit hour)	\$645
Audit fee (per credit hour)	\$322
Application fee (non-refundable)	\$ 50
Student Activity Fee (per year)	\$ 40
Course Exemption Fee	\$100
Late Registration Fee	\$ 50
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

■ REGISTRATION

ENROLLMENT STATUS

Students attending the Institute enroll in one of four categories:

Full-time Study — Full-time students must be admitted to either the M.S. or Psy.D. degree program. A M.S. degree program student is considered full-time if a minimum of nine (9) credit hours of coursework is taken per semester. A Psy.D. degree program student is considered full-time if the student is: a.) enrolled in a minimum of nine (9) credit hours per semester; b.) enrolled in a minimum of six (6) credit hours and is completing the Junior Externship; c.) actively working on a dissertation (i.e., enrolled for dissertation credit hours); or d.) engaged in a pre-doctoral internship.

Part-time Study — Part-time students must be admitted to either the M.S. or Psy.D. degree program. A student in the M.S. degree program is considered part-time if enrolled for eight (8) or fewer credit hours per semester. A Psy.D. degree program student is considered part-time if enrolled for coursework or an externship at the Institute, but does not meet the criteria for full-time study.

Course-for-Credit — Students can take certain Masters-level courses offered by the Institute as long as they have an appropriate Baccalaureate degree. Any person wishing to register on a course-for-credit basis must submit a completed application and pay the required application fee; interviews are not required, but the application is reviewed and approval given by the Department Chairman. Students receiving permission to take courses-for-credit are not admitted nor guaranteed admission to either degree program. Permission is subject to limitation of class size, with a priority given to degree candidates, and pre-requisites. In addition, only the following courses are eligible to be taken by non-degree program students (unless special permission is received from the Department Chairman and Dean): *Psy 500, Int 502, Psy 503, Psy 504, Int 533, Psy 605, Int 619, and Int 614.*

Auditor — Students can audit a Masters-level course offered by the Institute as long as they have an appropriate Baccalaureate degree. See section entitled “Auditing Courses” for additional information about the courses available for audit and related policies.

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 in 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 completed 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 (one-half of the current regular 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.

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. Only the following courses are eligible to be taken by non-degree program students (unless special permission is received from the Department Chairman and Dean): *Psy 500, Int 502, Psy 503, Psy 504, Int 533, Psy 605, Int 619, and Int 614.*

A student currently 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 to and approved by the Department Chairman prior to the commencement of the third class meeting of the semester.

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 current syllabus for that class, including any requirements for class participation, papers, and examinations. The student may, however, petition the instructor and Dean in writing for a modification of the class attendance requirement of the Institute.

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). Students are permitted to add courses prior to the third class meeting, and may drop courses prior to the seventh class meeting of the semester. 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.

WITHDRAWAL FROM THE INSTITUTE

To withdraw from the Institute at any time other than the close of the semester, students are advised to consult their academic advisor and are required to secure written permission from the Dean. No refunds will be made without a letter noting honorable dismissal from the Institute by the Dean.

Discontinuation of class attendance or notification to an instructor of withdrawal does not constitute an official withdrawal from the Institute. 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, facility access keys, and all Library materials.

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

■ 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 of failure to meet the above standard for good academic standing, a student 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. Generally, the Dean will consult with the academic advisor and Department Chairman prior to granting any exceptions. After a review by the faculty, the student will be advised in writing of the Dean's decision. The Dean's decision will be final.

CLINICAL "AT RISK" /DUE PROCESS POLICY

A degree in clinical psychology requires more than good grades and scholarly ability. Clinical psychologists are expected to be skilled in the evaluation and treatment of psychological disorders. Terminating students from the program due to seriously deficient development of clinical skills is the ethical and professional responsibility of the faculty. At the end of each semester, the faculty will review the clinical performance of all students. Faculty members who teach a clinically oriented course will identify any student they evaluate as seriously deficient in their development of clinical skills. If, after discussion, the majority of the faculty concur, the student will then be considered "at risk." The Director of Clinical Training (DCT) will inform the student as soon as possible after the departmental faculty have recommended that the student be considered "at risk," and a systematic plan for remediation will be developed to assist the student (as outlined in the most current version of the *IPS Student Handbook*).

STUDENT TRANSCRIPTS

Each student can receive up to ten (10) copies of their transcript free of charge; after ten (10) 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 signed written request including the student's name, social security number, dates enrolled, and the address to which transcript is to be mailed. Transcripts 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. The Institute can accept foreign applicants who are in the United States as dependents of someone in the country on a work visa. IPS can also accept students in the country on F-1 visas and R-1 visas.

FACULTY AVAILABILITY AND ACCESSIBILITY

The Institute is deeply concerned about each student's individual progress within its programs. Timely instructor input, feedback, and guidance benefits the student's decision making and facilitates academic progress. To ensure adequate availability and accessibility of instructors, the Institute requires faculty members offering a course to hold a minimum of two hours of office hours per week outside of scheduled classroom times. An instructor's office hours will be distributed at the first class meeting and any changes to the office hours will be announced in class meetings.

To ensure 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. Furthermore, it is required 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 the 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. 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 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 Degrees).

PERMANENT ACADEMIC RECORD

All grades recorded become a permanent part of the student's academic history. 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. If the student is not satisfied with the instructor's response, the student may submit a written request to the Dean. The Dean or the Dean's designee will then meet 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.

No grade change will be accepted after 30 days of the end of the semester unless authorized by the Dean. Requests for a 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.

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 among the instructor, Director of Clinical Training, and the student (see *Clinical "At-risk"/Due Process policy*).

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. A clear statement of grading principles offered by the instructor is the student's strict right and the instructor's serious duty.

The Institute allows instructors to define numerically what each grade requires as well as assign finer distinctions such as A-, B+, etc. On official transcripts, grade points will be reflected as follows:

Grade	Numerical Equivalent
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
NC	0.0
I	Incomplete

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" grade designation.



Class with
Fr. Benedict
Ashley, O.P.

■ REQUIREMENTS FOR COMPLETION OF DEGREES

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

In order to graduate, students must complete forty-eight (48) credit hours of courses as outlined in the curriculum for the Master of Science program (with a cumulative GPA of 3.0), and complete the M.S. Comprehensive Examination. While students receive training in clinical skills in the context of their coursework, there are no clinical externship or placements required as part of obtaining the M.S. degree. (Applicants should note that in the profession of psychology, most states require a doctoral

degree in order to be eligible for licensure; applicants are encouraged to check with the states in which they might desire to practice about specific requirements for licensure as an independent practitioner).

Full-time students can complete all sixteen (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. The M.S. Comprehensive Examination consists of two components: Clinical Comprehensive Probes and the Written Comprehensive Exam.

The Clinical Comprehensive Probes are ratings that are given based on performance in various courses in which students are expected to demonstrate a specifically defined area of expertise (e.g., Ethics, Basic Therapy skills, Basic Assessment skills).

The Written Comprehensive Exam is given once per semester to students who have completed a minimum of thirty-two (32) hours of coursework, and focuses on the ability to synthesize learning from across the curriculum. These "synthesis" questions are designed to cover either Basic Psychology with implications for integration with the Catholic view of the person, or Clinical Psychology with implications for integration with the Catholic view of the person. The student's responses are independently



Newman Series
Lecturer John
Haas, Ph.D.

rated by two faculty members familiar with the content area of the question, and given marks of "Pass with distinction", "Pass", or "Fail" in each of the three areas (Basic Psychology, Clinical Psychology, Integration) as appropriate to the question. Should the two faculty raters disagree, a third faculty member will independently score the question to determine the final rating. Students are given feedback regarding whether they Fail, Pass, or Pass with Distinction, separately for each area. Failure of any part of the Comprehensive Examination necessitates re-taking of that part of the exam; and the student must retake that part within the next year.

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY

All students must complete a total of 108 credit hours, comprised of 102 credit hours of academic coursework as outlined in the curriculum for the Psy.D. program and six (6) 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 IPS 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 Psy.D. 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, students are required to complete a total of 1000 hours of supervised clinical service practice at an Institute designated facility. Supervision will be provided by Institute faculty and onsite supervisors. Supervisors 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 supervisors 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.

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Doctoral Comprehensive Exam

The evaluation of a student's clinical competency is an ongoing process, which begins during the first two years of training in courses with volunteers, continues during the third and fourth year practicum courses and externships, and extends through the internship year. In addition to the regular rating of clinical skills and feedback obtained during the initial skills training courses, advanced practicum courses, and externship evaluation, it is required that the student demonstrates basic clinical and diagnostic skills by successfully completing the Psy.D. Clinical Comprehensive Process prior to accepting a pre-doctoral internship placement.

The Psy.D. Clinical Comprehensive Process includes three components: Advanced Clinical Competency Probes (Psy-I); Professional Roles and Issues (Psy-II); and Formal Case Presentation (Psy-III). Component Psy-I must be completed before a student can apply for their pre-doctoral internship. Components Psy-II & Psy-III must be completed before a student can attend their pre-doctoral internship.

Advanced Clinical Competency Probes (Psy-I) are ratings that are given based on performance in various courses in which students are expected to demonstrate a specifically defined area of expertise (e.g., Advanced Therapy skills, Advanced Assessment skills). Professional Roles and Issues (Psy-II) requires the student to attend a series of seminars offered regularly throughout the school year which cover areas such as academic careers, clinical practice in a variety of settings, business aspects of psychology practice, professional publishing and presentations, and involvement in professional organizations. The Formal Case Presentation (Psy-III) requires the student to demonstrate the ability to integrate knowledge through presenting a case before a panel of faculty. The purpose of this component is to ensure that the student has adequately integrated their knowledge of psychology in order to competently provide services to the public, as well as to ensure that the student has the working ability to integrate the Catholic view of the person into their clinical work. The panel will review the written material prior to the presentation, and the student will orally defend their work during this meeting. Students will be rated by the panel on several parameters including diagnostic ability and clinical judgment, treatment planning and execution, presentation skills, ethical considerations, and integration of the Catholic view of the human person.



Newman Series Lecturer
Hadley Arkes, Ph.D.



Doctoral Dissertation

A doctoral dissertation (for which six (6) 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 original research

which can be either theoretical or empirical. The dissertation topic must be defined in close consultation with the student's advisor and a dissertation committee. Students must have their dissertation proposal approved by the committee prior to beginning the pre-doctoral 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

It is 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, transferred credits, 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.



High Standards

■ 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 faculty members. A Chairman of the committee will be 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 Chairman. 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; and
 - e) Recommendations for action(s) 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 ninety (90) calendar days.

The Chairman 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 records shall be maintained in conformity with state and federal privacy and disclosure requirements, 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 Chairman of the Fact-Finding committee, prior to taking action, if the action to be taken is different than that recommended by the Committee.

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 (10) 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 Directors of the Institute no later than fifteen (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 fifteen (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 will be made to protect the privacy of all parties. All records pertaining to the investigation and to the disposition of the complaint shall be maintained in sealed files in conformity with state and federal privacy requirements. Records of individuals involved or alleged to be involved in a complaint, will be made available to officials of the Institute who have a need to know, and otherwise only in accordance with applicable state and federal laws 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.

Senator and
Mrs. Rick
Santorum
receiving JPPI
Award from
Archbishop
Montalvo.



GRADUATE PROGRAMS

The faculty of the Institute has endeavored to systematically develop a program of studies for the clinical psychology degree program that reflects a thorough education and training in the science of psychology (both basic and clinical psychology), as well as a coherent reflection of how a Catholic understanding of the person, marriage, and family life provide a foundation for, and can be integrated with, psychological studies.

Students are provided graduate-level education in the basic science of psychology through courses on the history and various systems of psychological thought, personality and psychotherapy theories, statistics, and psychopathology (in the M.S. degree program), which is built upon by courses on research design, human development, learning, cognition, social, and biological aspects of psychological functioning (in the Psy.D. program).

Students also are provided graduate level education and training in the specifically clinical aspects of psychology through courses on the assessment and treatment of psychological problems. The assessment course sequence includes courses on interviewing, administration of standardized tests, and interpretation of test results (in the M.S. degree program), which is built upon by advanced training with additional assessment procedures (in the Psy.D. degree program). The treatment course sequence includes training in adult therapy, child therapy, and marital therapy (in the M.S. degree program), which is built upon by advanced courses in these areas, as well as family therapy and group therapy (in the Psy.D. degree program). In addition, doctoral students are educated regarding other occupational roles such as teacher, consultant, and supervisor.

Finally, students are provided graduate level education in the theological and philosophical underpinnings of psychology from the perspective of a Catholic anthropology. This is accomplished in two ways. First, each of the psychology content courses includes commentary and/or critiques regarding how the area is best understood from a Catholic view of the human person. Second, the curriculum includes an Integrative Studies component which focuses more heavily on a theological and philosophical understanding, while still being directed towards the application of this knowledge by psychological professionals. The Integrative Studies sequence includes courses covering metaphysics, interpretation of texts, theological anthropology, comparative religion, and moral theology (in the M.S. degree program), which is synthesized at the doctoral level through a seminar that integrates theory and research, and a course that integrates the clinical aspects of psychological, ethical and spiritual development.

■ MASTER OF SCIENCE DEGREE
PROGRAM IN CLINICAL PSYCHOLOGY

The Master of Science (M.S.) Degree Program in Clinical Psychology consists of forty-eight (48) credit hours (cr.) of course work. Students must also complete a Comprehensive Examination 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 1

Psy	500	Psychology: History and Systems
Int	502	The Integration of the Human Person: Christian Perspectives
Psy	503	Personality Theories
Psy	504	Psychological Measurement
Psy	507	Psychopathology
Psy	512	Law, Ethics and Psychology
Psy	516	Basic Interviewing and Clinical Skills
Int	619	Hermeneutics and Research Techniques

ACADEMIC YEAR 2

Int	533	Foundations for Psychology
Psy	535	Integration of Psychology and Spirituality
Psy	608	Cognitive/Behavioral Assessment
Psy	609	Adult Psychotherapy
Psy	610	Child Psychotherapy
Psy	611	Marital Therapy
Psy	613	Personality Assessment
Int	614	Psychology and Living the Christian Life

■ DOCTOR OF PSYCHOLOGY DEGREE
PROGRAM IN CLINICAL PSYCHOLOGY

The Doctor of Psychology (Psy.D.) Degree Program in Clinical Psychology consists of 108 credit hours of course work. This course work consists of 84 credit hours in psychology, eighteen (18) credit hours in integrative studies, and six (6) credit hours of dissertation. Students must also complete 1000 hours of clinical externship, pass a series of comprehensive exams, author and defend a doctoral dissertation, and complete a pre-doctoral internship. Typically students will also complete additional clinical placements in other sites outside of the Institute.

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 students enrolled on a full-time basis is as follows:

ACADEMIC YEAR 1

Psy	500	Psychology: History and Systems
Int	502	The Integration of the Human Person: Christian Perspectives
Psy	503	Personality Theories
Psy	504	Psychological Measurement
Psy	507	Psychopathology
Psy	512	Law, Ethics and Psychology
Psy	516	Basic Interviewing and Clinical Skills
Int	619	Hermeneutics and Research Techniques

ACADEMIC YEAR 2

Int	533	Foundations for Psychology
Psy	535	Integration of Psychology and Spirituality
Psy	608	Cognitive/Behavioral Assessment
Psy	609	Adult Psychotherapy
Psy	610	Child Psychotherapy
Psy	611	Marital Therapy
Psy	613	Personality Assessment
Int	614	Psychology and Living the Christian Life

ACADEMIC YEAR 3

Psy	605	Developmental Psychology
Psy	718	Research Design for the Psychological Sciences
Psy	721	Learning and Cognition
Psy	724	Advanced Psychotherapy II: Adults (4 cr.)
Psy	726	Advanced Marital Therapy (4 cr.)
Int	828	The Therapeutic Team
Psy	836	Advanced Personality Assessment (4 cr.)
Psy	899	Dissertation (2–4 cr.)

ACADEMIC YEAR 4

Psy 723	Advanced Psychotherapy I: Children (4 cr.)
Psy 729	Advanced Statistical Methods
Psy 820	Group Psychotherapy
Psy 822	Biological Bases of Behavior
Psy 825	Social Psychology
Psy 830	The Psychologist as Consultant, Supervisor and Educator
Int 832	Integration Seminar
Psy 897	Psychology Seminar/Electives (4 cr.)
Psy 899	Dissertation (2-4 cr.)

ACADEMIC YEAR 5

Pre-Doctoral Internship (off campus)

ELECTIVE COURSES

Psy 715	Family Psychotherapy (4 cr.)
Psy 717	Advanced Psychotherapy III: Adolescents (4 cr.)
Psy 898	Clinical Supervision (1-3 cr.)

SUMMER COURSE OFFERINGS

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

COURSE DESCRIPTIONS

Psy 500 – History and Systems of Psychology (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 socio-biological processes. This course assesses these empirical and conceptual orientations.

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.)

This course provides an overview of the major theories, classification systems, and research in the area of psychopathology. It introduces students to diagnostic nomenclature, emphasizing the development of facility with the DSM-IV classification system. It also examines how spiritual and moral pathology affect 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. It covers both structured and unstructured approaches to interviewing. It 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.)

Psychotherapy seeks to free the client for successful living as a whole person. This cannot be done without clarity concerning one's goal(s) and worldview. However, there are different views on what the human person is and ought to be. This course seeks to contextualize psychology historically and multiculturally in the principal worldviews and value systems within which therapists and clients 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 focuses on the practical assistance of persons experiencing trauma, extreme stress and sorrow. Resources are drawn from appropriate Christian literature, as well as contemporary literature on crisis management. The course also serves as a model for integrating religious values with counseling and psychotherapy.

Psy 535 – Integration of Psychology and Spirituality (3 cr.)

This course examines essential issues related to the understanding of how a person develops spiritually and psychologically, and how to utilize this understanding in the practice of counseling and therapy.

Dr. Gladys Sweeney meeting Pope John Paul II in Rome at the end of the Jubilee year.



Psy 605 – Developmental Psychology (3 cr.)

This course covers the major theoretical systems that seek to explain the development of the human person, and examines them 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 and develops basic skills in the administration of commonly used standardized test instruments for assessing cognitive ability and achievement in children, adolescents, and adults. Also covers the basics of report writing and ethical issues pertaining to psychological assessment. (Prerequisites: Psy 504, Psy 516)

Psy 609 – Adult Psychotherapy (3 cr.)

This course provides an introduction to the theory and practice of psychotherapy with adults. It introduces students to the various common approaches and systems of psychotherapy, and critiques their usefulness from a Christian view of the person. The course 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. (Prerequisites: 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 Christian notions of flourishing, freedom and perfection (virtue), and to the crisis of moral conversion. It suggests a place for Christian virtues (such as courage, prudence and hope) in psychotherapy.

Int 619 – Hermeneutics and Research Techniques (3 cr.)

The purpose of this course is to prepare students to interpret different modes of thought and expression. It will analyze literary, scriptural, and other texts and artistic forms in view of their use in psychotherapy and research. The course will explore how scientific, philosophical and theological resources provide input for psychotherapy and help the therapist enter into the thought forms of clients. It aims to engage students in acquiring these hermeneutic skills.

Psy 715 – Family Psychotherapy (4 cr.)

Develops a conceptual framework for understanding how parents can be actively involved in the treatment of children. Covers a variety of therapeutic interventions including family therapy, parent skill training, and parent counseling. (Prerequisite: Psy 610)

Psy 717 – Advanced Psychotherapy III: Adolescents (4 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 placed 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, along with 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 (4 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 by introducing additional treatment interventions. (Prerequisite: Psy 610)

Psy 724 – Advanced Psychotherapy II: Adults (4 cr.)

Promotes further knowledge and skill development in the assessment and treatment of 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, and also introduces additional treatment interventions. (Prerequisite: Psy 609)

Psy 726 – Advanced Marital Psychotherapy (4 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, and also introduces 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, Psy 718)

Psy 820 – Group Psychotherapy (3 cr.)

This course helps students develop an understanding of group processes 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 heterogeneous vs. problem-specific groups. Also examines the use of psycho-educational 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, emphasizing a number of areas that are most useful in the practice of clinical psychology. These areas include the nervous system, behavioral genetics, 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 – The Therapeutic Team: Psychological, Ethical, and Spiritual Development and Health (3 cr.)

An integrated approach to human health and faith invites a collaborative effort among experts in medicine, psychology, ethics and spiritual direction. The competencies of these interdependent fields contribute to an efficacious team approach toward therapy. This course addresses the definition and development of health and flourishing according to these disciplines. It will address case studies in an interdisciplinary way. It will include special focus on spiritual development, on issues of spiritual direction and prayer, and on the use of symbols in religion, psychological research, and clinical practice.

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 the 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 (4 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 the 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 (2-3 cr.)

PERSONNEL, RESOURCES AND FACILITIES

PRESIDENT

Rev. Richard Gill, LC, M.A., Ph.L.
Ph.L., Pontifical Gregorian University
M.A., Pontifical Gregorian University
M.A., St. John's University



Fr. Richard Gill, President of the Institute, obtained his M.A. in Theology at St. John's University in 1981. After entering the religious congregation of the Legionaries of Christ, he obtained a Licentiate degree in Moral Philosophy in 1988 and his M.A. in Pastoral Theology in 1991, both from the Gregorian University in Rome. He was

Development Director of the Legionaries of Christ for seventeen years. He has been Director of the Center for Family Development in Maryland for twelve years and has a rich experience in pastoral work with married couples and families. He has been with the Institute for the Psychological Sciences since its founding.

DEAN

Gladys A. Sweeney, M.Ed., Ph.D.
Ph.D., Pennsylvania State University
M.Ed., Pennsylvania State University



Dr. Sweeney is a licensed psychologist with 23 years of clinical experience in child and adolescent development. She has held a faculty appointment at The Johns Hopkins University School of Medicine, Department of Psychiatry, and a part-time faculty appointment in the Department of Pediatrics. Dr. Sweeney has recently been appointed a

Member of the Scientific Committee and Visiting Professor in the Masters of Psychology program at the *Pontifical University Regina Apostolorum* in Rome. She has consulted in hospitals and given training seminars at numerous institutions, including the University of Maryland School of Medicine, Child Psychiatry Department. Dr. Sweeney earned her Bachelor of Arts from the Universidad Católica de Chile and went on to obtain both her M.Ed. and Ph.D. in Counseling Psychology from Pennsylvania State University. She writes and speaks on topics related to the integration of psychology and the Catholic faith, and currently serves as Dean of the Institute for the Psychological Sciences.

FULL TIME FACULTY

William J. Nordling, Ph.D.

Associate Professor/Chairman, Department of Psychology

Ph.D., University of Maryland

M.A., Duquesne University



Dr. Nordling is a licensed clinical psychologist. 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.

E. Christian Brugger, D. Phil.

Assistant Professor of Theology

D. Phil., Oriel College and St. Hugh's College, University of Oxford

M.St. Oriel College, University of Oxford

M.S. Harvard University



Dr. Brugger is a philosopher and theologian. His graduate degrees are in the areas of Christian Ethics (Oxford), Moral Philosophy (Harvard), and Moral Theology (Seton Hall). Dr. Brugger's doctoral thesis was on capital punishment in the Catholic Church's ethical tradition. He is author of *Capital Punishment and Roman Catholic Moral Tradition* (Notre Dame Press, 2003) and has published widely in scholarly and popular journals on topics related to Christian ethics and moral philosophy.

Carleton A. Palmer, Ph.D.

Assistant Professor

Ph.D., University of North Carolina, Chapel Hill



Dr. Palmer completed his American Psychological Association (APA) accredited pre-doctoral psychology internship with the University of Nebraska Internship Consortium, through the Lincoln, Nebraska Diocese Catholic Charities. His clinical interests and expertise are in the areas of marital functioning and therapy, health psychology, and cognitive therapy. He has also published in the areas of psychology and law and professional development of psychologists.

Philip Scrofani, Ph. D.

Assistant Professor/Director of Clinical Training

Ph. D., Catholic University of America

M.S., Xavier University



Dr. Scrofani was the Director of Family Psychotherapy Training for 5 years and Director of Psychology for the Commission on Mental Health Services in Washington, D.C. for 12 years, before accepting a faculty position with the Psychiatry Residency Training Program for the Department of Mental Health in Washington. During his career, he has had administrative responsibility for an APA-approved psychology internship and is currently involved in the training of 32 physicians in residency for psychiatry. His expertise is in clinical psychology, family psychology, cognitive-behavioral therapy, group therapy, and research review and he teaches in these areas. Dr. Scrofani has been Board Certified by the American Board of Professional Psychology since 1990.

Paul C. Vitz, Ph.D.

*Professor and Senior Scholar**

Ph.D., Stanford University



Dr. Paul Vitz was for many years Professor of Psychology at New York University. His work is focused on the integration of Christian theology and psychology, breaking from the secular humanism and post-modern relativism prevalent today. Dr. Vitz's books include: *Psychology as Religion: The Cult of Self-Worship*; *Sigmund Freud's Christian Unconscious*; *Modern Art and Modern Science: The Parallel Analysis of Vision*; and *Faith of the Fatherless: The Psychology of Atheism*.

PART-TIME FACULTY

Patrick D. Baier, D. Phil.

Assistant Professor

D. Phil., University of Freiberg, Baden-Wurttemberg, Germany

Dipl.-Math., University of Cambridge, England



Dr. Baier is a mathematician who previously served as a statistical consultant to the U.S. Department of the Interior through the University of Chicago. He has been a visiting fellow at the University of Hamburg, Germany, and at the University of California, Riverside. Dr. Baier has several publications, and extensive experience with multiple computer environments.

Frank J. Moncher, Ph.D.

Associate Professor

Ph.D., University of South Carolina



Dr. Moncher is a licensed clinical psychologist. He formerly served on the faculty of 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.

His research interests include the integration of Catholic thought into psychotherapy, and child and family development issues.

ADJUNCT FACULTY

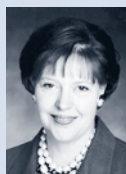
Wanda K. Franz, Ph.D.

Professor Emerita of Child Development and Family Studies

Professor, West Virginia University

Ph.D., West Virginia University

M.S., West Virginia University



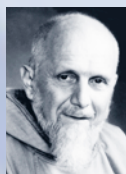
Dr. Franz, a native of Wyoming, earned her Ph.D. in psychology through West Virginia University and is a professor of Child Development and Family Studies therein. She has numerous publications covering topics such as post-abortion syndrome, factors in the prevention of child abuse, and the pro-life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

Rev. Benedict J. Groeschel, C.F.R., Ed.D.

Professor, Pastoral Psychology, St. Joseph's Seminary

Director, Office for Spiritual Development, Archdiocese of New York

Ed.D., Columbia University



Fr. Groeschel founded and is on the staff of Trinity Retreat, a center for prayer and study for 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.

William E. May, Ph.D.

*Michael J. McGivney Professor of Moral Theology,
John Paul II Institute for Studies on Marriage and Family
Senior Scholar**

Ph.D., Marquette University



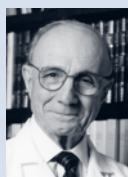
Dr. May taught moral theology at the Catholic University of America from 1971 to 1991, when he joined the faculty of the John Paul II Institute for Studies on Marriage and Family. He is the author and co-author of many books, among them *Catholic Sexual Ethics* (revised ed. 1998, co-authored with Ronald Lawler and Joseph Boyle); *Humanae Vitae: A Defense* (with Germain Grisez, John Finnis, John Ford, and Joseph Boyle); *An Introduction to Moral Theology* (revised ed. 1994); *Marriage: The Rock on Which the Family is Built* (1995); and most recently, *Catholic Bioethics and the Gift of Human Life*.

He is also the author of over 200 articles in such journals as the *Thomist*, *Anthropotes*, *Scripta Theologica*, *Annales Theologici*, and *Linacre Quarterly*. The recipient of many awards, among them the Pro Pontifice et Ecclesia Medal, Prof. May served as a peritus at the 1987 Synod of Bishops and was a member of the International Theological Commission from 1986 to 1996.

Edmund Pellegrino, M.D., M.A.C.P.

*Professor Emeritus, Georgetown University Medical Center
Senior Research Scholar, Georgetown University
Senior Scholar**

M.D., New York University College of Medicine



A Professor of Medicine and Medical Ethics, Dr. Pellegrino has taught at several schools, including Georgetown University and Medical School, Yale University School of Medicine, and The Catholic University of America, where he also served as President from 1978-1982. He currently serves on the Pontifical Academy for Life, the National Academy of Science's Committee to Review Human Subjects, and is on the Board of Trustees, New York Medical College. A prolific scholar, presenter, editor, and author, Dr. Pellegrino's books include *Humanism and the Physician*; *A Philosophical Basis of Medical Practice: Toward a Philosophy and Ethic of the Healing Professions*; *For the Patient's Good: The Restoration of Beneficence in Health Care*; *Catholic Perspectives on Medical Morals, Ethics, Trust, and the Professions: Philosophical and Cultural Aspects*; *The Virtues in Medical Practice*; and *Dignity and Dying: A Christian Appraisal*.

Kenneth Schmitz, Ph.D.

*Emeritus Professor of Philosophy, University of Toronto
Senior Scholar**

Ph.D. (h.c.), The Catholic University of America

Ph.D., University of Toronto

M.S.L., Pontifical Institute of Medieval Studies, Toronto

M.A., University of Toronto



A Fellow of Trinity College, University of Toronto, Professor Schmitz has taught at Loyola University of Los Angeles, Marquette University, Indiana University, and the Catholic University of America. Past President of the American Catholic Philosophical Association (1977–1978), the Metaphysical Society of America (1979–1980), and the Hegel Society of America (1974–1978), in 1991 he was elected a member of the European Academy of Sciences and Arts. Dr. Schmitz is Professor of Philosophy at the John Paul II Institute for Studies on Marriage and Family in Washington D.C., and author of *The Gift: Creation*, and *At the Center of the Human Drama: the Philosophical Anthropology of Karol Wojtyla/Pope John Paul II*.

Marc Sebrechts, Ph.D.

*Professor and Chairman, Department of Psychology,
Catholic University of America*

Ph.D., Yale University

S.T.L., Louvain University



Dr. Marc Sebrechts is Professor and Chairman of the Department of Psychology at The Catholic University of America. His research examines how technology can enhance the use of our perceptual and cognitive abilities, and how our knowledge of human psychology can improve the design and use of technology. He is actively

involved in projects that combine virtual reality technology and eye-tracking to assess gaze behavior in stroke patients and persons with autism, as well as designing systems for improved training and rehabilitation.

Rev. D. Paul Sullins, Ph.D.

Assistant Professor, Catholic University of America

Ph.D., Catholic University of America



Fr. Paul Sullins teaches Social Problems and the Sociology of Religion in the Department of Sociology at the Catholic University of America. His research addresses: the social influences on religious and moral choices, in studies of religious conversion, and on abortion decisions; the Human Genome Project; Catholic priests; and Protestant women priests. He has recently published an examination of the effect of Catholic faculty on the Catholic identity of a university, as outlined by the Apostolic Constitution *Ex Corde Ecclesiae*.

VISITING PROFESSOR

Craig Steven Titus, S.T.D.

S.T.D., University of Fribourg (Switzerland)

S.T.L., University of Fribourg (Switzerland)

M.A., Dominican School of Philosophy and Theology (Berkeley)



Dr. Titus is a moral theologian whose current interests include Christian anthropology and the dialogue between psychosocial sciences and theology. He is currently working in the areas of Christian culture, adult education and family life for the *Centre Vaudois de Formation Permanente* (Lausanne, Switzerland). He taught courses on the integration of Catholic thought and psychotherapy at IPS (2002–2003), and was Research and Teaching Assistant in the Pontifical Faculty of Theology at the University of Fribourg (1997–2002). His doctoral dissertation was *Resilience and Christian Virtues* (2002). He also worked as staff theologian and assistant to the Secretary General of the International Catholic Child Bureau (Geneva, Switzerland). Dr. Titus coordinates the Anthropology Project of the IPS Scholarly Research Center.

VISITING LECTURERS

Bernard Guerney, Jr., Ph.D.

Director, National Institute of Relationship Enhancement

Ph.D., Pennsylvania State University

M.S., Pennsylvania State University

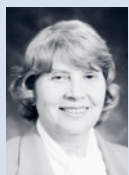


Dr. Guerney is Professor Emeritus of Counseling Psychology and of Human Development/Family Studies at Pennsylvania State University — where he founded and directed the Individual and Family Consultation Center — and is Adjunct Professor of Psychology and Family Studies at the University of Maryland. He founded and directs the National Institute of Relationship Enhancement in Bethesda, MD. He is approved as a therapist-supervisor by AAMFT, and is a fellow of five APA Divisions. Dr. Guerney has produced scores of articles and book chapters, four books, and numerous training manuals, audiotapes, and videotapes.

Louise Guerney, Ph.D.

Ph.D., Pennsylvania State University

M.S., Pennsylvania State University



Dr. Louise Guerney is a licensed psychologist with a specialty in Clinical Child Psychology. She is also a Registered Play Therapist Supervisor and past Chairman of the Board of Directors of the International Association for Play Therapy. She is a fellow of the APA and of the Maryland Psychological Association. She is a faculty

member of the National Institute of Relationship Enhancement in Bethesda, MD, through which she conducts training programs for professionals in Play and Filial Therapies and Parent Education Leadership. She is an editor of the *International Journal of Play Therapy*, and *The Family Journal*. Dr. Guerney is Professor Emeritus at Pennsylvania State University, and for 23 years was head of the parent-child programs at Penn State's Individual and Family Consultation Center. She has published manuals for parents and parent educators for these programs, and has co-authored the book *Helping Your Child*.

Rev. Peter F. Ryan, S.J., S.T.D.
Associate Professor, Mount Saint Mary's Seminary,
Emmitsburg, MD
 S.T.D., Pontifical Gregorian University, Rome
 M.Div., Regis College, University of Toronto
 M.A./Ph.L., Gonzaga University



Fr. Ryan is an Executive Board Member of the Fellowship of Catholic Scholars and associate professor of moral theology at Mt. Saint Mary's Seminary, where he also serves as formation advisor and spiritual director to seminarians. He has published several articles on such diverse topics as Thomas Aquinas, Grisez's natural law, theory, Ignatian spirituality, the beatific vision, medical ethics, and academic freedom.

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 faculties of the Georgetown University Medical School and of the Washington School of Psychiatry. In addition, he has consulted with Project Rachel and Hospice, as well as with agencies serving the homeless, juvenile offenders, and immigrants.

Hendrika Vande Kemp, Ph.D.
Ph.D., University of Massachusetts/Amherst



Dr. Vande Kemp is a licensed clinical psychologist and an AAMFT-approved family therapy supervisor. She served on the faculty of the Graduate School of Psychology at Fuller Theological Seminary for 25 years, teaching courses and seminars in History & Systems of Psychology; Marital and Family Therapy; Family Psychology; Interpersonal Psychotherapy; Dreams in Psychotherapy; Spirituality and Dreams; Psychological and Theological Issues in Disability; Death, Dying, & Grief; and a variety of integration seminars. She is a fellow of the APA, and the author of various articles and book chapters on the history of psychology, theoretical and philosophical psychology, clinical psychology, and psycho-theological integration.

** Senior Scholar is a designation used by the Institute to acknowledge individuals who have made significant contributions to their field, and who serve as mentors for more junior members of the faculty.*

■ THE MARY S. THELEN LIBRARY

The Mary S. Thelen Library is a modern library facility located in the first floor offices of the Institute for the Psychological Sciences, at 2001 Jefferson Davis Highway, Suite 102, Arlington, Virginia. It is dedicated to supporting the study, research, training, and instructional needs of IPS students, faculty, and staff.

The Library is in a dynamic period of growth which will extend for the next five years. The collections include the Circulating Collection, Reference Collection, Serials Collection (print and electronic journals and other serial publications), the Video and Audio Tape Collections, the Psychological Test Collection, and the Fr. Benedict Ashley Archives. In addition, the Library provides access to psychology, behavioral sciences, theology, and philosophy electronic and online databases; computer workstations with high-speed Internet access; audio and video equipment; and independent learning resources.

The focus of the Thelen Library collections is mainly materials related to clinical psychology, while also developing special collections in the areas of Christian/Catholic psychology (also referred to as Integration), theology, and philosophy.

The IPS Thelen Library also facilitates access to the collections of other libraries through cooperative agreements with two academic institutions in the Metropolitan Washington area, and participates in various resource sharing activities with other libraries through soliNet and the Online Cooperative Library Center (OCLC) network.



■ THE SCHOLARLY RESEARCH CENTER

*The Idea of Human Nature Annual Conferences:
Roman Catholic Teaching and Its Implications*

These annual conferences address the moral, political and civic dimensions of life as they relate to the Roman Catholic conception of the human person. Internationally renowned scholars are invited to examine the deep and broad intellectual tradition of the Church as it informs a wide range of fields such as philosophy, natural science, law, political theory, psychology, theology, and aesthetics. The conference proceedings will be published as projects at the Center are completed.

Director: Daniel N. Robinson, Ph.D.

Assistant: Andrew Sodergren, M.S.



Daniel Robinson is Distinguished Research Professor Emeritus at Georgetown University, a member of the Philosophy faculty at Oxford University, and an Adjunct Professor of Psychology at Columbia University. In 2001, he received the Lifetime Achievement Award from the Division of the History of Psychology of the American Psychological Association and the Distinguished Contribution Award from APA's Division of Theoretical and Philosophical Psychology. Over the years, Professor Robinson has served as Consultant to a number of governmental and private organizations, including the National Science Foundation, the National Institutes of Health, and the U.S. Department of Health and Human Services. Author of seventeen books and editor of more than thirty published volumes, Professor Robinson's scholarship covers an unusually wide range of disciplines, including the brain sciences, philosophy and history of science, moral philosophy, philosophy of law, philosophy of mind, and intellectual history. His books include *The Mind: An Oxford Reader*; *Wild Beasts & Idle Humours: The Insanity Defense from Antiquity to the Present*; *An Intellectual History of Psychology*; and most recently, *Praise and Blame: Moral Realism and Its Applications*. Professor Robinson's scholarly articles have appeared in major scientific and philosophical journals, ranging from the *Review of Metaphysics* and the *Journal of the History of Philosophy*, to *Science* and the *Journal of the Optical Society of America*.

The Anthropology Project

The Anthropology Project aims to identify those elements of the Christian tradition that remain indispensable for sustaining a proper dialogue between Christianity and secular psychology. The invited members seek to promote the development of a common language among theologians and psychologists that will enable the two constituencies to share a proper understanding of the human person. The encyclical letter of Pope John Paul II, *Fides et Ratio*, guides the work of the Project.

Director: Rev. Romanus Cessario, O.P., S.T.D.

Coordinator: Craig S. Titus, S.T.D.



Fr. Romanus Cessario was ordained for the Eastern Province of the Dominicans in 1971. After finishing theological studies at the Pontifical Faculty of the Immaculate Conception in Washington, where he earned a Licentiate in Sacred Theology in 1972, Father Cessario served on the faculty and administration of Providence College (Providence, RI). He completed doctoral studies in theology at the University of Fribourg (Switzerland) in 1982. He also holds the M.A. in philosophy from St. Stephen's College (Dover, MA). In 1979, Father Cessario began teaching at the Dominican House of Studies in Washington, D.C., where he served as Academic Dean from 1979 to 1987. Since 1988, he has lectured in both the United States and Europe. In the fall of 1995, Father Cessario joined the faculty of St. John's Seminary, Brighton, Massachusetts, where he currently serves as Professor of Systematic Theology. Father Cessario is author of *The Moral Virtues and Theological Ethics*, *Introduction to Moral Theology*, *Christian Faith and the Theological Life*, and *The Virtues or The Examined Life*. Father Cessario has also published many essays and articles, serves on the editorial boards of several journals, and is Senior Editor of the monthly worship aid *Magnificat*.

The John Henry Cardinal Newman Lecture Series

The Cardinal Newman Lecture Series is an annual program hosted by the Institute for the Psychological Sciences. Now in its third year, the Newman Lectures feature speakers who are widely recognized for their contributions to 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. Lectures are free to the public and students are encouraged to attend. Speakers in the first year of the series included Daniel N. Robinson, Hadley Arkes, Robert P. George, Michael Novak, Paul Vitz, Kenneth Schmitz, and Fr. Romanus Cessario, O.P. The second year's series featured Edmund Pellegrino, John M. Haas, Peter Kreeft, Jude Dougherty, Msgr. Robert Sokolowski, Fr. Richard John Neuhaus, and Fr. Kevin Flannery, S.J.

The 2004–2005 Newman Lecture Series theme is “Rediscovering Human Nature: The Psychology of Character” Speakers, topics, and dates are:

- | | |
|---------------|---|
| September, 24 | Richard Swinburne, D. Phil.
How God Makes all the Difference to Morality? |
| October, 15 | Robert Audi, Ph.D.
“The Psychology of Character and the Theology of Virtue” |
| November, 5 | Daniel Robinson, Ph.D.
“A Republic of Virtue: Religion and the American Founding” |
| January, 28 | Charles Taliaferro, Ph.D.
“The Virtue of Redemption” |
| February, 18 | John Rist, Ph.D.
“The Divided Self, a Classical Perspective” |
| April, 22 | Russell Hittinger, Ph.D.
“Social Forms, Duties and Gifts of Service: The Importance of Subsidiarity” |
| May, 20 | Fred Miller, Ph.D.
“Moral Character and Self-Government” |

■ VISITING SCHOLAR PROGRAM



The Visiting Scholar Program is a program of the Scholarly Research Center of the Institute for the Psychological Sciences, whose aim is the development and promotion of psychological paradigms that are consistent with an integral view of the human person. Internationally known scholars are invited to study, conduct research while in residence at the University of Oxford, and publish their work upon completion of the term. The Program is established in collaboration with Blackfriars Hall at the University of Oxford. At present there are two Visiting Professorships available.

■ ADMINISTRATION

Rev. Richard Gill, L.C., M.A., Ph.L.	President
Gladys A. Sweeney, Ph.D.	Academic Dean
Antonio Maza, B.A.	Vice-President of Finance & Administration
William J. Nordling, Ph.D.	Chairman, Psychology Department
Philip Scrofani, Ph.D.	Director of Clinical Training
Carleton A. Palmer, Ph.D.	Director of the M.S. Program
Joseph L. Stong, Ph.L.	Director of Admissions/Registrar
Robert O'Connell	Director of Institutional Advancement
Sandra L. Shirley, M.L.I.S.	Library Director
Harold Chandler, M.B.A.	Business Manager

■ 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.).

The Institute for Psychological Sciences is a candidate for accreditation with the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097. Phone (404) 679-4500) to award Masters of Science in Clinical Psychology and Doctor of Psychology degrees.

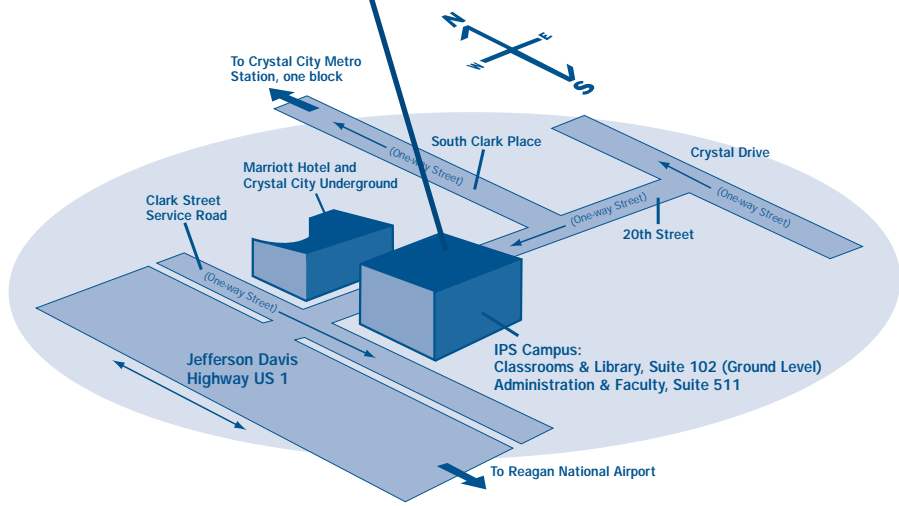
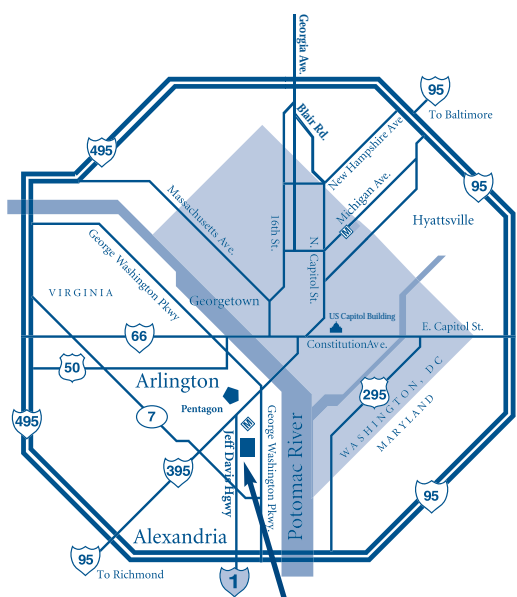
■ ADDRESS

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