

The Institute for the Psychological Sciences



Faith and Reason

Integrated Psychology



Academic Catalog 2006-2007

Doctor of Psychology and Master of Science in Clinical Psychology

Master of Science in General Psychology

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2001 Jefferson Davis Highway, Suite 511
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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 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 bona fide 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**

**Academic Catalog
2006-2007**

**Master of Science Program
in Clinical Psychology**

**Master of Science Program
in General Psychology**

**Doctor of Psychology Program
in Clinical Psychology**

ACADEMIC CALENDAR 2006-2007

Fall 2006

Orientation	August 22
First Day of Classes	August 23
Add/Drop Period Ends	August 30
Labor Day, No Classes	September 4
Last Day to Drop and Receive "W"	October 3
Columbus Day, no classes	October 9
Thanksgiving Break	November 22 – 26
Last Day of Classes	December 4
Study Period	December 5 – 10
Exam Period	December 11 – 14
Degree Conferral Date	December 29

Spring 2007

First Day of Classes	January 8
MLK, Jr. Birthday, no classes	January 15
President's Day, no classes	February 19
Easter Break	April 2 – 6
Last Day of Classes	April 23
Study Period	April 24 – 29
Finals	April 30 – May 3
Graduation	May 11

Summer 2007

First Day of Classes	May 21
Add/Drop period	May 21 – 25
Independence Day, no classes	July 4
Last Day of Classes	July 20
Last Day of Exams	July 27

Monday classes are scheduled for 3.5 hours

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STATEMENT FROM THE ACADEMIC 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.

HISTORY OF THE INSTITUTE

The Institute for the Psychological Sciences (Institute) was founded in 1997 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 its philosophical foundations.

- In September 1998, the Institute for Faith and Psychological Sciences was incorporated in Virginia sponsoring workshops for licensed mental health professionals, incorporating philosophy and psychology. It leased classroom and office space on the first floor of an office building located at 2001 Jefferson Davis Highway in the Crystal City area of Arlington, Virginia, just across the Potomac River from Washington, D.C. After several years of experience sponsoring workshops, the founders became convinced of the need for a new degree-granting institution to educate and train future generations of psychologists integrating theology and psychology.
- In September 1999, the Institute for Faith and Psychological Sciences changed its name to the Institute for the Psychological Sciences and began offering instruction leading to the Master of Science degree in Clinical Psychology. The initial enrollment in this program was 17 students.
- In January 2000, the State Council of Higher Education for Virginia (SCHEV) granted provisional approval for the Institute to confer the Master of Science and the Doctor of Psychology degrees in Clinical Psychology.
- In August 2000, the Institute awarded its first degrees in the Master of Science program. The first students enrolled in the Doctor of Psychology degree program in Clinical Psychology.
- In September 2000, the Institute founded the John Henry Cardinal Newman Lecture Series to feature speakers who are widely recognized for their contributions to the fields of psychology, moral and political philosophy, theology, and law and to promote the interdisciplinary dialogue to advance the integration of modern social, psychological and Catholic thought.
- In the Fall of 2001, the Institute's Scholarly Research Center was founded, sponsoring research, conferences, and various. The Idea of Human Nature: Roman Catholic Teachings and Its Implications addressed the moral, political and civic dimensions of life as they relate to the Roman Catholic conception of the human person. 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.
- In August 2002, the Institute expanded the library and classroom space on the first floor and moved its administrative and faculty offices to the fifth floor of same building.
- In 2004, the Institute opened the Centre for Philosophical Psychology in collaboration with Blackfriars Hall at the University of Oxford in England. The Centre hosts a visiting scholar program featuring both a senior and junior scholar who engage in research while in residence at Oxford and who present public lectures at the Institute to be published by the IPS Press.
- In December 2004, the Institute established the IPS Press for publishing approaches to the psychological sciences that are integrated with a Catholic view of the human person and the moral life.
- The Institute received regional accreditation from the Commission on Colleges Southern Association of Colleges and Schools in 2005.
- The Institute expanded its graduate programs to include the Master of Science Program in General Psychology in Fall semester 2006.

INSTITUTE INFORMATION

Mission Statement

The Institute for the Psychological Sciences (Institute), 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. The Master of Science in General Psychology program provides students with the academic background necessary for pursuing careers in the mental health field, as well as in business or government, and for Psy.D. or Ph.D. studies in clinical psychology or other areas of psychology.
3. 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.

Degree-Granting Authority

The Institute is authorized by the State Council of Higher Education for Virginia to offer the Master of Science (M.S.) and the Doctor of Psychology degree (Psy.D.) in the Commonwealth of Virginia.

Accreditation

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 master and doctoral degrees.

Degrees Offered

The Institute offers the Master of Science in Clinical Psychology, Master of Science in General Psychology, and the Doctor of Psychology in Clinical Psychology.

Academic Excellence

The governing Board of Directors, the Faculty, Staff, and the Administration of the Institute are committed to maintaining the highest academic standards in teaching and clinical training. In pursuit of academic excellence, the Institute 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.

Institute for the Psychological Sciences Press

The Institute's newly created academic press (IPS Press) publishes first-class books in areas relevant to the Institute's mission, especially the areas of Integrated Psychology, Psychology and Faith, Philosophical Psychology, Clinical Psychology, and Philosophical Anthropology. The IPS Press will integrally publish The John Henry Cardinal Newman Lecture Series from its inception: *The Person and the Polis: Faith and Values within the Secular State* (2001-2002 Lecture Series), *On Wings of Faith and Reason: The Christian Difference in Culture and the Sciences* (2002-2003 Lecture Series), *The Christian Difference in Art and Culture* (2003-2004 Lecture Series), *Rediscovering Human Nature: The Psychology of Character* (2004-2005 Lecture Series).

Location

The Institute is located three miles from Washington, D.C., in the Crystal City area of Arlington, Virginia. The Ronald Reagan Washington National Airport is located within three miles of the Institute and is easily accessible to interstate highways, public parking, restaurants, and hotels. It is within one block of the Crystal City Washington Metropolitan Area Transit Authority (Metro) station and the Virginia Railway Express (VRE). This location provides a dynamic setting for attracting a quality student body, as well as employing and engaging prominent internationally renowned faculty and scholars.

Address and Contact Information

For directions, please contact the Institute through one of the following:

Institute for the Psychological Sciences
2001 Jefferson Davis Highway, Suite 511
Arlington, VA 22202
Telephone: (703) 416-1441, Fax: (703) 416-8588
E-mail: info@ipsciences.edu
Web: www.ipsciences.edu

Map and Directions

The Institute is located in Crystal City, easily accessible from major highways and interstates, major airports, and via public transportation.

By Metro

Use the Blue or Yellow line, south of Washington, D.C., and exit the Crystal City Metro Station.

Parking

Parking lot spaces are reserved for permit only parking. You can find public parking at meters along S. Clark Street or in underground areas designated as public parking. Entrances to underground parking are located on Crystal Drive. Underground parking is free to all after 5pm at the Crystal Drive entrance or from 20th Street.

Parking in permit-only spaces without a permit may cause your vehicle to be towed at your expense. If you are visiting, please ask us about accommodations for parking.

ACADEMIC RESOURCES

The Institute occupies two floors in office space located at 2001 Jefferson Davis Highway. The classrooms, Library, student lounge, and chapel are located on the ground floor. The faculty and administrative offices are located on the fifth floor of the building.

Classrooms

The classrooms are equipped with information technology including wireless connectivity for computers. The student desks are designed to promote use of laptop computers in each classroom.

Student Lounge and Study Areas

The student lounge is located on the first floor. It is equipped with vending machines, a microwave, wireless connectivity, and computer access. Bulletin boards with information relating to specific degree programs, as well as academic, spiritual, and social activities are located in the student lounge. Recent professional publications are also available in the student lounge.

Faculty and Administrative Offices

The faculty and administrative offices of the Institute are located on the fifth floor of the Institute. Access to this area before 9:00am and after 6:00pm requires Kastle key access available through the Business Office.

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 the Institute 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 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.

Additional information concerning library and other learning support services is available in the Library, on the Library website: <http://ipsciences.edu/www/docs/5>, or by calling the Library: (703) 416-1680.

Chapel

A chapel is located on the ground floor of the Institute outside of the student lounge. Mass times are published in *Mind Matters*.

The Scholarly Research Center

The Scholarly Research Center seeks to promote creative reflection, conferences and publications that develop an integrated theoretical understanding of the human person and society. From within the context of a multidisciplinary dialogue with modern research, its projects seek to renew the Christian intellectual tradition and remain faithful to the rich teaching of the Catholic Church.

At present, under the Center's aegis, the Institute has three projects: The John Henry Cardinal Newman Lecture Series, The Anthropology Project, and The Centre for Philosophical Psychology at Blackfriars Hall, University of Oxford.

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 fifth 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, Daniel N. Robinson, Peter Kreeft, Jude Dougherty, Msgr. Robert Sokolowski, Fr. Richard John Neuhaus, and Fr. Kevin Flannery, S.J. The third year included talks by Ralph McInerney, John Haldane, Daniel N. Robinson, Peter John Cameron, O.P., Guy Bedouelle, O.P., Carroll William Westfall, and Stanley Hauerwas.

The Cardinal Newman Lectures are held at The Cosmos Club, located at 2121 Massachusetts Ave, NW, in Washington, D.C., a short walk from the Dupont Circle Metro station. Valet parking is available for the lectures, which typically run a little over one hour. The Club's dress code requires coat and tie for gentlemen and business attire for ladies. The lectures are open to the public and are free of charge. Please contact the Institute to reserve a seat. All lectures begin at 2 PM.

Director: Gladys M. Sweeney, M.Ed., Ph.D.
Dean, Institute for the Psychological Sciences

About Gladys Sweeney, M.Ed., Ph.D.:

Dr. Sweeney is the founder of the Institute for the Psychological Sciences, and has served as its Dean from 1998 to the present. She is a member of the Scientific Committee and Visiting Professor in the Master of Psychology Program in the School of Philosophy at the Pontifical Athenaeum Regina Apostolorum in Rome. She has lectured at the North American College in Rome and has been a faculty member of the Division of Child Psychiatry, Department of Pediatrics, at the Johns Hopkins University School of Medicine. She also served as the Executive Director of the Catholic Institute for the Psychological Sciences from 1997 to 1998.



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

The Idea of Human Nature: Roman Catholic Teaching and Its Implications addressed the moral, political and civic dimensions of life as they relate to the Roman Catholic conception of the human person. Internationally renowned scholars were 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 resulted in the

book titled *Human Nature in its Wholeness: A Roman Catholic Perspective*, published by Catholic University of America Press, forthcoming, July 2006.

Director: Daniel N. Robinson, Ph.D.

About Daniel N. Robinson, Ph.D.:

Daniel N. Robinson is Distinguished Professor, Emeritus, at Georgetown University, on whose faculty he served for thirty years. He is a member of the Philosophy faculty at Oxford University, where he has lectured annually since 1991. In Fall 2001, Professor Robinson delivered three inaugural lectures as Charles Test Distinguished Visiting Lecturer in Princeton University's new James Madison Program in American Ideals and Institutions, and taught as Visiting Professor in Princeton's Psychology Department. Over the years, Prof. Robinson has held visiting professorships at a number of universities, including Princeton University and Columbia University.



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. In 2001, he received the Lifetime Achievement Award from the Division of the History of Psychology of the American Psychological Association and, in the same year, the Distinguished Contribution Award from the APA's Division of Theoretical and Philosophical Psychology.

Assistant: Andrew Sodergren, M.S.

Andrew Sodergren is a graduate of the Institute's Master of Science in Clinical Psychology and is pursuing a Doctor of Psychology in Clinical Psychology at the Institute.

The Anthropology Project

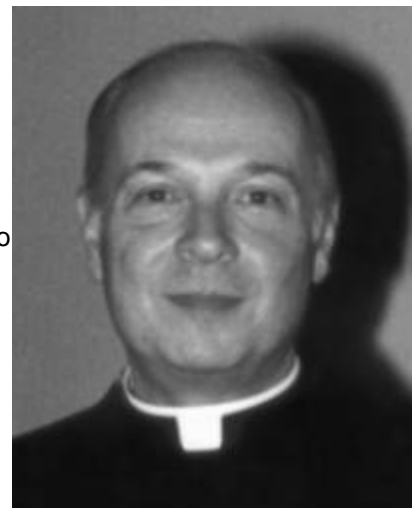
The Anthropology Project aims to identify those elements of the Christian tradition that remain indispensable for sustaining a proper dialogue between Christianity and secular psychology. The invited members seek to promote the development of a common language among theologians and psychologists that 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.

Co-Directors: Rev. Romanus Cessario, O.P., S.T.D.; Gladys A. Sweeney, Ph.D.

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

About Rev. Romanus Cessario, O.P., 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*.

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

Dr. Titus is a moral theologian whose current interests include Christian anthropology, philosophical psychology and the dialogue between psychosocial sciences and theology. His doctoral research focused on psychosocial research concerning resilience and on the Christian virtues concerning difficulty. He is a Post-Doctoral Research and Teaching Fellow at the Pontifical Faculty of Theology at the University of Fribourg (CH). He is Executive Director of IPS' Natural Law Research Project and Centre for Philosophical Psychology.

The Centre for Philosophical Psychology

In order to develop and promote a deeper theoretical understanding of the human person, The Scholarly Research Centre of the Institute for the Psychological Sciences has established The Centre for Philosophical Psychology, in collaboration with Blackfriars Hall at the University of Oxford in England.

The Centre for Philosophical Psychology aims to promote reflection, research and writing on philosophical psychology. Philosophical psychology is established neither by empirical nor by clinical psychology. Rather, as a philosophical and systematic reflection on both the human person and on society, it provides a basis for them. It can examine the possibilities for an integrated psychology that draws on ethical, social, and spiritual resources.

The Centre hosts a Visiting Scholar Program at the University of Oxford. Internationally known scholars are invited to study, conduct research while in residence at Oxford, and publish their work upon completion of the appointment. The visiting scholars receive the status of "Visiting Fellow" in Theology at Blackfriars. At present there are two Visiting Professorships per year; the schedule so far is as follows:

2004-2005

- Alex Sider, Ph.D. (Duke University)
- Rev. Ceslas Bernard Bourdin, O.P., Ph.D. (Assistant Professor, Universite catholique, Lille)
- Rev. Fergus Kerr, O.P., Ph.D. (Blackfriars Hall, Oxford)

2005-2006

- Paul Gondreau, S.T.D. (Associate Professor, Providence College)
- Kenneth Schmitz, Ph.D. (Professor Emeritus, University of Toronto; Fellow of Trinity College)

2006-2007

- Rev. Daniel Bourgeois (Professor, Seminaire de Nice; Institut superieur de theologie de Nice-Sophia-Antipolis, Institut catholique de Lyon)
- Rev. Kevin Flannery, S.J., Ph.D. (Dean of Philosophy, Gregorian University, Rome)
- Ralph McInnery, Ph.D. (The Michael P. Grace Professor of Medieval Studies, University of Notre Dame)

ADMISSIONS INFORMATION

The Institute for the Psychological Sciences utilizes an open enrollment process, whereby applications are evaluated by an Admissions Committee composed of faculty and appointed by the Department Chairman. Part-time students taking only a single course for credit and students desiring to audit may take classes as space allows.

Admissions Process

The Admissions Committee reviews only complete applications for each applicant seeking admissions. For an application to be considered complete, each applicant must submit to the Office of Admissions a completed Application Form, available from the Office of Admissions or Institute website, with the required application fee (\$50) and other required documents. It is the applicant's responsibility to arrange for the forwarding of official transcripts from all undergraduate and graduate schools attended and to ensure that three required letters of recommendation arrive timely for the application to be considered complete. In addition, the 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, if applicable. (Each applicant taking the GRE, TOEFL, or IELTS should take the examinations far enough in advance for the scores to reach the Office of Admissions in a timely manner.) Once all required forms, fees, and documents are received and the applicant's file is considered complete, the applicant is contacted by the Office of Admissions to schedule an in-person interview, if required, with the Admissions Committee.

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 a 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. The General Test score on the Graduate Record Examination (GRE) within the past five years is also required. Official reports of the GRE score must be submitted directly to the Institute from the Educational Testing Service.

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 Institute 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 admissions, may be admitted to the program by submitting acceptable scores on the GRE Subject Test in Psychology that demonstrate appropriate preparation. Similarly, students with limited background in philosophy and

theology may be required to be familiar with the general content of certain ecclesiastical texts available to inquirers and applicants. Any individualized plan to remediate deficiencies must be completed prior to matriculating at the Institute.

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

The admission process is focused on the individual. A personal interview will be arranged with all applicants meeting the published academic criteria. In the case of financial hardship, distance or other extenuating circumstances, the applicant to the Master of Science in Clinical Psychology degree program may petition to have the in-person interview requirement waived and conducted by telephone.

Following the interview, the Admissions Committee recommends admissions decisions for each applicant to the Department Chairman. The Department Chairman, after reviewing the Admissions Committee recommendation and the completed application of each applicant, formally recommends admission action to the Academic Dean, who notifies the applicant, in writing, of the admission decision. This process is generally completed within two weeks of the interview date.

Master of Science in General Psychology

Admission to the Master of Science in General Psychology program requires that a student has a baccalaureate degree from a regionally accredited academic institution, a cumulative grade point average (GPA) of at least 3.0 (on a 4.0 scale), a 3.0 or greater GPA in courses in the social and behavioral sciences, and Graduate Record Examination (GRE) general scores of at least 1000 (verbal + quantitative) taken within the past five years, and letters of recommendation from three (3) individuals capable of evaluating academic preparedness for graduate work.

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.

In considering applicants to the M.S. in General Psychology degree program, the faculty Admissions Committee considers the following factors: cumulative undergraduate GPA (as well as graduate GPA if available), undergraduate GPA of courses in the social and behavioral sciences, GRE scores, letters of recommendation, answers to essays on the application, and TOEFL or IELTS scores, where applicable.

A personal interview may be required when considering applicants for the M.S. in General Psychology. In cases where a personal interview is necessary and it presents a financial hardship because of distance or other extenuating circumstances, the applicant to the Master of Science in General Psychology degree program may petition to have the in-person interview requirement waived and conducted by telephone.

Following the interview, the Admissions Committee recommends admissions decisions for each applicant to the Department Chairman. The Department Chairman, after reviewing the Admissions Committee recommendation and the completed application of each applicant, formally recommends admission action to the Academic Dean, who notifies the applicant, in writing, of the admission decision. This process is generally completed within two weeks of the interview date.

Doctor of Psychology Program in Clinical Psychology

Admission to the Doctor of Psychology (Psy.D.) Program in Clinical Psychology requires that a student have an earned 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.

The General Test score on the Graduate Record Examination (GRE) within the past five years is also required. Official reports of the GRE score must be submitted directly to the Institute from the Educational Testing Service. Exceptions to this requirement may be made for applicants to the Psy.D. program who completed their M.S. degree at the Institute.

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.

An applicant with a graduate degree in Clinical Psychology from another graduate institution may be admitted to the Psy.D. program without prior coursework from the Institute, and may seek an additional M.S. degree from the Institute. To do so, the applicant must 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. in Clinical Psychology curricula.

The admission process is focused on the individual. A personal interview will be arranged with all applicants meeting the published academic criteria. The interview of applicants to the Doctor of Psychology degree program must be conducted in person. The applicant is responsible for personal transportation costs and/or phone charges associated with this interview.

Following the interview, the Admissions Committee recommends admissions decisions for each applicant to the Department Chairman. The Department Chairman, after reviewing the Admissions Committee recommendation and the completed application of each applicant, formally recommends admission action to the Academic Dean, who notifies the applicant, in writing, of the admission decision. This process is generally completed within two weeks of the interview date.

In considering applicants to the Psy.D. Degree program, the faculty Admissions Committee considers 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.

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, 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. Only graduate credit for courses determined to be equivalent to courses offered at the Institute can be transferred for 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 the Institute must be enrolled in a degree program and must submit the appropriate transfer of credit form to their academic advisor, prior to registering for their second semester of classes. This request will be reviewed by the Chair of the Department who will notify the student of the decision regarding the request.

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); PHT 533 (Major World Philosophies and Religions); 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 Master of Science (M.S.) degree program in Clinical Psychology or General 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 a college or university psychology department. A maximum of six (6) of these credits may be transferred for non-psychology courses.

Students admitted to the Psy.D. Degree program in Clinical Psychology may transfer a maximum of 18 credit hours of coursework. A maximum of six (6) credit hours may be transferred for Integration courses. However, students admitted to the Psy.D. program who have completed their M.S. degree at 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 Institute degree program may petition the Institute to take graduate courses at another accredited institution and apply these credits toward a degree program at the Institute. 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 Academic 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 Academic Dean.

Upon approval of the Academic Dean, the student may sit for an oral examination with the instructor of the course. A Course Exemption Fee of \$100 is required prior to the student scheduling the oral examination (see also Expenses). If the examination is passed by the student, this satisfies the academic requirement for the course, but not the credit hours associated with the course. The student is required to obtain the stated number of credit hours for graduation in the degree program in which the student is enrolled. If the student does not pass the examination, the student is required to complete the course for credit

A maximum six (6) hours of coursework can be exempted in this manner. Exemptions will not be granted for any course which is generally required by states for licensure as a psychologist. In addition, exempt hours count towards the maximum number of transfer credit hours allowable. That is, the maximum number of transfer and exempt hours combined is nine (9) for the M.S. program and eighteen (18) for the Psy.D. Program.

Student Orientation

The Institute hosts orientation prior to the beginning of the Fall and Spring semester for new and returning students. The purpose of this orientation is to provide a general overview of the academic requirements as well as the support and services provided by the Institute. This is a time to welcome new students and provide an opportunity for all students to familiarize themselves with the facilities and to meet the faculty and staff of the Institute.

FINANCIAL INFORMATION

Expenses

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

Tuition and Regular Fees

Tuition (per credit hour) – Master’s	\$ 685
– Psy.D.	\$ 695
Practicum/Externship (per course)	\$ 100
Audit fee (per credit hour)	\$ 335
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

Payment of Student Account

The Institute requires students to satisfy their student account at the time of registration, prior to attending classes. The Financial Aid Office is available to assist students obtain resources for meeting these financial obligations.

Payment Plans

The Institute offers payment plans for students requiring assistance paying their student account. The “Application for Payment Plan” is available in the Business Office or Financial Aid Office.

Refund Policy

A student who reduces the number of credit hours using the Institute’s Course Changes procedure or withdraws from the following the Institute’s Withdrawal procedure are subject to the following refund schedule:

Withdrawal Date	Refundable Portion
First Week	80%
Second Week	60%
Third Week	40%
Fourth Week	20%
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, 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 Academic Dean.

Refund Information for Title IV Recipients

Students receiving Title IV federal financial aid who withdraw are subject to the Higher Education Act of 1965 as changed by the 1998 Reauthorization of the Higher Education Act. This Act requires calculation to determine the amount, if any, of the Title IV funds to be returned to the Title IV program(s).

The first step in the calculation determines the amount of financial aid the student earned based upon the dates of enrollment. The second step in the calculation determines the amount of unearned federal financial aid. Unearned federal Title IV financial aid must be returned to the appropriate Title IV program.

Example of Title IV Refund

A student withdrew from the Institute on the 40th day of the 105 day academic semester, completing 57 percent of the semester, having received 100 percent of the federal financial aid disbursements for the semester, with no further refund allowable under Institute policy.

Actions Prior to Withdrawal:

Charges on Student Account

1-Tuition	\$8,220.00 (12 hrs x \$685/ch)
2-Fees	<u>120.00</u> (Student Activity + Library fees)
3-Total Charges	\$8,340.00

Title IV Aid

4-Unsubsidized Stafford Loan	\$5,000.00
5-Subsidized Stafford Loan	<u>4,250.00</u>
6-Total Federal Title IV Aid	\$9,250.00

Refund Calculation

7-Title IV Aid	\$9,250.00 (see #6, above)
8-Amount Earned	<u>- 5,272.50</u> (% sem. Completed, 57% x Title IV Aid, 9,250)
9-Title IV Aid to be returned	\$3,977.50

Amount Owed by Student to Institute

Total Charges	\$8,340.00 (see #3, above)
Less Title IV Aid Amount Earned	<u>- 5,272.50</u> (see #8, above)
Amount Owed to Institute	\$3,067.50 Due to Institute from Student

In this example, the Title IV Aid will be returned to the Unsubsidized Stafford Loan. If an amount greater than the Unsubsidized Stafford Loan needed to be returned, the amount returned would be applied first to the Unsubsidized Stafford Loan, and the balance applied to the Subsidized Stafford Loan.

Under Institute policy, the student in this example is required to pay the Institute \$2,827.50 at the time of the withdrawal from the Institute and complete Exit Counseling.

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.

FINANCIAL AID

The Financial Aid Office provides financial assistance to students in meeting the educational costs of attending the Institute. It is the Institute's philosophy that it is the student's responsibility for financing their graduate education. Any student who needs financial assistance is expected to contribute through combination of borrowing funds and working to meet the educational expenses.

Financial aid is any grant, scholarship, loan, assistantships, or part-time employment offered for the purposes of helping a student to meet educational expenses. The sources of this aid are generally federal, institutional, or private sources.

To assist students in affording graduate education, the Institute has developed a financial aid program that includes assistantships, financial support grants, educational loans, and payment plans. Students must demonstrate financial need as calculated by federal methodology for all need-based financial aid by completing the Free Application for Federal Student Aid (FAFSA) located at the website: <http://www.fafsa.ed.gov>.

Institute Financial Aid

The Institute has merit and need-based tuition and scholarship assistance grants available to students demonstrating need on the FAFSA.

Assistantship Program

Teaching and Research Assistantships are merit-based aid available to students enrolled in the Psy.D. program. Eligibility is determined through the evaluation of scores in clinical skills and GPA for coursework completed at the Institute. Assistantships require the recipient to complete eight (8) hours of service per week for two academic semesters.

Application Deadline 2006-2007 Academic Year: March 31, 2006

Financial Support Grants

Need-based aid is determined using the Expected Family Contribution (EFC) as calculated by the United States Department of Education from the student's FAFSA. A need-based award requires the student to maintain their status as a student in good academic standing and remain in good academic standing while receiving need-based financial aid.

Application Deadline 2006-2007 Academic Year: March 31, 2006

Federal Financial Aid

Students attending the Institute have access to federal student financial aid programs.

Federal Loans

Title IV federal student loans are available to assist students in meeting their educational costs. These Title IV federal aid funds include both subsidized and unsubsidized loans up to a maximum award of \$18,500 for the academic year.

Other Financial Aid

Students are encouraged to obtain private sources of grants and loans whenever possible. Many private organizations and foundations provide grant funds to students. In addition, private educational loans are available to students based upon credit worthiness.

Financial Aid Policies and Procedures

The Institute has a Program Participation Agreement with the United States Department of Education to participate in the Title IV federal student (Title IV) financial aid program.

Satisfactory Academic Progress

All students must meet Satisfactory Academic Progress (SAP) requirements to receive federally sponsored financial aid at the Institute for the Psychological Sciences. SAP for financial aid recipients is policy distinct from the Institute's Academic Standing policy. The Institute's SAP includes both qualitative and quantitative components in compliance with federal regulations. Students must maintain a cumulative Grade Point Average (GPA) of 2.5 or higher and must earn at least 50 percent of their attempted credit hours each semester. Students who fall below these standards become ineligible for federal financial aid.

Under certain extenuating circumstances, students who fall below the SAP requirements may appeal to the Financial Aid Office within 30 days of ineligibility notification. During such an appeal due to extenuating circumstances, the student's aid may be continued for one semester, if the appeal request is granted. If the student has not met the SAP requirements by the end of the appeal semester, she or he is no longer eligible for federally sponsored financial aid. Restoration of federally sponsored financial aid becomes possible when the student achieves SAP requirements, based on official end-of-semester grade reports.

Break in Enrollment

When a student has a break enrollment, the financial aid standing in effect prior to breaking enrollment is retained.

Withdrawal and Incompletes

Withdrawal of courses and incompletes will not be considered satisfactorily completed. Each of these types of courses will be considered courses attempted but not completed.

Students who receive financial aid and who carry a grade of "Incomplete" into a following semester risk loss of financial aid for that semester. Carrying an "Incomplete" grade reduces the student's overall grade point average and lowers his or her credit hours attempted to completed ratio – either or both of which factors can create a failure to meet the requirements for Satisfactory Academic Progress.

Repeated Courses

Repeated courses are eligible for financial aid.

Financial Aid Academic Year

The academic year consists of Summer, Fall, and Spring semesters.

Non-Credit Remedial Courses

Financial aid is not available for audit or non-credit courses.

Student Rights and Responsibilities

Student's Rights

Each student has the right to know:

- (1) The financial aid that is available, including information on all federal, state, institutional, and private financial aid programs;
- (2) The deadlines for submitting applications for each financial aid program;
- (3) The cost of attendance and the policies regarding refunds to students who drop out of the Institute;
- (4) The criteria used to select financial aid recipients;
- (5) How financial aid need is determined (including consideration of costs for tuition, room and board, fees, books and supplies, transportation, and miscellaneous expenses);
- (6) The resources (such as assets, other financial aid, etc.) considered in the calculation of need;

- (7) The details regarding various programs in the financial aid award package (and may request reconsideration of any award which was offered if it is believed that he or she was treated unfairly);
- (8) The portion of financial aid received which must be repaid and the portion which is grant aid;
- (9) The interest rate, total amount to be repaid, when repayment must begin, and the length of time allowed to repay loan funds;
- (10) Terms and conditions of any employment that is part of the financial aid package;
- (11) How the Institute distributes financial aid among its students;
- (12) The Institute's refund policy and order of financial aid distribution;
- (13) How the school determines whether a student is making satisfactory academic progress, the consequences of the not meeting those standards, and how to reestablish satisfactory academic progress;
- (14) The academic programs offered by the Institute;
- (15) The office designated for providing financial aid information and for administering financial aid programs or general institutional issues;
- (16) Institute retention and completion rates;
- (17) Information regarding accreditation and licensing organizations;
- (18) Special facilities and services available to disabled students;
- (19) About Institute facilities;
- (20) Institute faculty and other instructional personnel;
- (21) About campus security from an annual campus security report also upon request of the Business Office;
- (22) Actions taken by the Institute for any violation (and to prevent violation) of the provision of the Drug-Free Workplace Act of 1988);
- (23) Data for the general student body;
- (24) Program participation agreement requirements; and
- (25) Students' rights and responsibilities as financial aid recipients.

Student's Responsibilities

It is the student's responsibility to:

- (1) Complete all applications for financial aid completely and accurately and to submit the application(s) to the appropriate federal, institutional, or private organization prior to the deadline. Intentionally misreporting information on any application for financial aid is a violation of law and considered a criminal offense subject to applicable penalties;
- (2) Submit and return any required documentation, including verification, corrections, or other information requested in a timely manner;
- (3) Read, understand, and retain copies of all information provided and submitted;
- (4) Inform the Institute and the lender of any changes in name, address, marital status, financial situation, or enrollment status;
- (5) Report all financial aid to the Financial Aid Office, regardless of the source;
- (6) Maintain satisfactory academic progress;
- (7) Apply for financial aid each academic year, as required; and
- (8) Complete entrance and exit counseling as required for all federal loans.

If the student disputes the terms of the loan in writing and the Institute fails to resolve the dispute, the student may contact the Student Loan Ombudsman's Office of the United States Department of Education for solution. For further information, please refer to www.ombudsman.ed.gov, or the U.S. Department of Education, FSA Ombudsman, 830 First Street, NE, Fourth Floor, Washington, D.C. 20202-5144, telephone: 1-877-557-2575.

Return of Title IV Funds

Federal law and regulations require that the Institute calculate a refund of tuition and fees for any student who withdraws from the Institute's programs.

In addition, the Institute must calculate a Return of Title IV funds for any student receiving financial aid used for the student's tuition and fees for the period. The calculation is based on the percentage of the enrollment period completed and the amount of the Title IV aid disbursed. The Return of Title IV funds calculation is separate from the Institute's tuition refund policy.

The Institute utilizes software provided by the United States Department of Education (ED) to calculate the Return to Title IV funds. The following paragraphs describe the procedure and basis for the calculations:

The Institute calculates the Return of Title IV funds based upon the official withdrawal data as determined by the Registrar's Office. Using ED software, the Institute divides the number of days completed by the number of days in the enrollment period to identify the percentage of time the student has completed in the enrollment period. If 60 percent of the semester is completed, there is no return of the Title IV funds for the period.

When a return of funds to ED becomes necessary, the Institute multiplies the amount of funds disbursed to the student in Title IV funds by the percentage of time the student has completed. Then, the Institute subtracts the total amount of aid earned from the amount of aid disbursed. The Institute calculates its share of money to return by subtracting the amount the school must return from the total amount due. If the amount due to ED from the Institute is greater than the tuition and fees owed to the Institute, the school returns the greater amount. If the calculation shows a return of less than the refund calculation, the school returns the difference to the student.

In addition to the possibility of returning Title IV funds not earned during an enrollment period, students are required to repay loans obtained through the lender based on the terms and conditions detailed in their promissory notes.

The student and the Institute are both required to return appropriate amounts to ED. A student's failure to return funds they are not eligible to receive will result in the student being ineligible for further financial aid. In addition, the Institute and ED are required under federal regulations to seek legal action against the student to collect any funds the student is not entitled to retain.

This is the order in which ED will receive returned funds: unsubsidized Stafford loan funds first, then subsidized Stafford loan funds. The Institute will return unearned Title IV funds to ED by electronic transfer or draft to the Institute federal account within 30 days of determining that a student has withdrawn from the Institute.

The Institute will provide examples of these calculations to students upon request.

REGISTRATION

Enrollment Status

Students attending the Institute enroll in one of four categories:

Full-time Study – Full-time students must be admitted to the M.S. in Clinical Psychology, M.S. in General Psychology, or Psy.D. Degree program. A student in either M.S. degree program 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 enrolled in a practicum/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 the M.S. in Clinical Psychology, M.S. in General Psychology, or Psy.D. Degree program. A student in either 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 a/an practicum/externship at the Institute, but does not meet the criteria for full-time study.

Course-for-Credit – Students can take certain Master-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 approved by the Chair of the Department. Students receiving permission to take courses-for-credit are not admitted nor guaranteed admission to a 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 Academic Dean): PSY 500, PHT 502, PSY 503, PSY 504, PHT 533, PSY 605, PHT 614, and PHT 619.

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.

All students must meet with their academic advisor prior to registering and have the academic advisor sign the registration form. It is the responsibility of each new student admitted to make an appointment with the assigned academic advisor to plan a program prior to registering.

New and returning students should meet with the academic advisor before registering each semester and have the academic advisor sign their registration form. For planning purposes, Fall semester registration for returning students takes place in April of the preceding academic year and Spring semester registration for returning students takes place in November of each year. Any student registering for courses other than as described above are subject to a Late Registration Fee.

Students taking a course-for-credit must register no later than the last day of the published Add/Drop Period each semester. Students whose accounts are not current will not be permitted to register for classes.

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 Academic Dean): PSY 500, PHT 502, PSY 503, PSY 504, PHT 533, PSY 605, PHT 614, and PHT 619.

A student currently taking a course on an audit basis may petition through the Registrar's Office to switch to taking the course on a "course-for-credit" basis. Such petition must be presented to and approved prior to the commencement of the third scheduled week of classes.

A student may later enroll in the same course, for credit, by registering and 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 Academic Dean in writing for a modification of the class attendance requirement of the Institute.

Tutorials

Tutorials are independent studies which involve required courses that are taken on an individual basis. Tutorials are only allowed rarely, under extraordinary circumstances that prevent a student from enrolling in a course at the regularly scheduled time. To enroll in a tutorial, a student must first consult with their academic advisor who will guide them in completing the necessary forms.

Course Changes

A course change is any course added to or dropped from a prior paid course schedule. Students are permitted to add or drop courses throughout the published registration period and during the first week of classes, with the approval of their academic advisor and Registrar. Course changes made after the registration period has ended or after the Add/Drop Period require the approval of the instructor, academic advisor, and Registrar's Office. Such changes are subject to Registration change fee for each change (or set of changes made at the same time). Course changes other than as described above, require the signature of the instructor, academic advisor, and Registrar's office.

A student who follows the published course change procedures may withdraw from courses prior to the seventh week of classes (academic semester) and receive a Withdrawal (W). After the published Last Date to Withdraw and Receive a "W" each academic semester, any student who withdraws a course will be assigned a Withdrawal Passing (WP) or Withdrawal Failing (WF) by the instructor based upon actual work completed at the time of the withdrawal. A W or WP will not affect the student's cumulative grade point average. A WF is treated as a failing grade for grade point average computation.

Any class that meets in an intensive format for a week or on a shortened semester calendar must be added no later than the end of the first day of classes and dropped not later than the end of the second class.

Withdrawal from the Institute

A withdrawal from the Institute is defined as dropping all registered courses or failure to enroll each semester prior to completing all requirements for graduation.

To withdraw from the Institute at any time other than the close of the semester, students are required to consult their academic advisor and the Financial Aid Officer, complete the Institute's withdrawal procedure, and obtain written notification of withdrawal to be considered withdrawn. Discontinuation of class attendance or notification to an instructor of withdrawal does not constitute an official withdrawal from the Institute.

Any student who withdraws from the Institute will be assigned a Withdrawal (W), Withdrawal Passing (WP), or Withdrawal Failing (WF) as stated in the Institute's Course Change policy. Refunds will be made in accordance with the Institute's Refund policy.

A student who withdraws from the Institute and wishes to continue course work at the Institute must reapply for admission following all applicable procedures required and pay the appropriate re-application fees. In instances where the Institute's Withdrawal procedure is not completed, students will be responsible for the full payment of their accounts.

ACADEMIC POLICIES

Academic Advising

Faculty advisors participate in student orientation, give approval to each student's registration for his or her academic program each semester, provide necessary academic and career advisement, and provide referral for students who are having personal problems (if requested). Students are required to meet with their faculty academic advisors at least once per semester for individual advising. Initial faculty academic advisor assignments are made prior to the commencement of classes during a student's first program year. Students who desire to switch faculty academic advisors can do so by obtaining a "Change of Advisor" form from the Registrar's Office, and having it completed by their current and prospective faculty academic advisors.

Academic Integrity

Academic integrity is the moral and ethical code of honesty that is the fundamental cornerstone of the Institute and is paramount for all activities in which the Institute engages. It is the responsibility of all members of the Institute community (faculty, staff, students, etc.) to promote academic integrity. Violations of academic integrity are considered academic dishonesty and are a violation of the Institute's Code of Conduct. Examples of academic dishonesty include, but are not limited to, cheating, plagiarism, fabrication, falsification, research fraud, or facilitating academic dishonesty.

When academic dishonesty is suspected, the Institute shall engage in appropriate due process. If an individual suspects academic misconduct, it is their responsibility to report it to the faculty member, or the academic department chair. The faculty member has the responsibility for determining the academic consequences for violations of academic integrity, which may include assigning a failing grade for the assignment, exam, or course, non-acceptance of the thesis or dissertation, or recommend review of the academic dishonesty through the Student Complaint grievance process.

Academic Standing

To remain in good academic standing, students must maintain a minimum cumulative grade point average of 3.0. A 3.0 grade point average is required 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 Academic Dean. Generally, the Academic 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 Academic Dean's decision. The Academic Dean's decision will be final.

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 Academic Dean.

Class Cancellations or Emergency Closing

In the event of snow, ice, weather-related, or other emergencies, instructions will be provided to students in their mailboxes and announcements will be made in class. Instructions will also be

available on the Institute telephone recording, 703-416-1441. Whenever possible, the announcement of class cancellations or emergency closing will be made and announced on the Institute telephone recording by 7:00 a.m. on each day impacted by such emergencies.

Clinical “At Risk” / Due Process Policy

Graduation with a degree in clinical psychology requires more than adequate grades and scholarly ability. Students must reach adequate levels of skill competency in psychological assessment and psychotherapy, as well as possessing the ability to exercise good clinical judgment, ethical reasoning, and professionalism. It is the solemn responsibility of the Institute to serve as a gatekeeper for the profession and to ensure that students who are unable to meet these standards be terminated from the program.

During each End-of Semester Review of students, the Director of Clinical Training will bring to the attention of the faculty feedback from instructors, and where applicable externship and internships sites, which indicates that a student is significantly deficient in their professional development. In such cases the Director of Clinical training will work with the appropriate course instructors and/or placement sites to develop a Remediation Plan which will include specific areas in which remediation is necessary, actions to be taken by the student and by the program to remediate deficiencies, criteria by which remediation success is to be judged, and a time frame by which remediation must be completed. Such a Remediation Plan will be reviewed with the student.

When such a Remediation Plan is developed, the Director of Clinical Training and clinical faculty members, following consultation with relevant course instructors and/or placement supervisors, will determine whether the deficiencies are of a serious enough nature as to deem the student to be “At – Risk” for termination from the program. If deemed to be “At Risk” the student will be formally notified of such status.

A student determined to be “At Risk” who fails to meet the Remediation Plan requirements in the designated time is eligible for termination from the program. In such cases, the Director of Clinical training and clinical faculty members will deliberate and vote on whether or not to terminate the student from the program or alternatively to develop an additional plan for remediation. An affirmative vote to terminate by a simple majority of the current clinical faculty members will result in the student being dropped from the program. The student will be notified in writing of the decision.

In the case of a student who is not deemed to be “At Risk,” but who is placed on a Remediation Plan, fails to successfully complete the requirements of their Remediation plan in the designated time frame, the student may after the deliberation of the Director of Clinical Training and the clinical faculty be designated “At Risk.” In such cases the student will be formally notified of such status. The Director of Clinical Training and the clinical faculty will then revise the pre-existing Remediation Plan noting the requirements which remain unmet and establishing a new time frame for completion. If the student remains unable to meet the requirements of the revised Remediation Plan in the designated time frame, the Director of Clinical training and clinical faculty members will deliberate and vote on whether or not to terminate the student from the program or alternatively to develop an additional plan for remediation. An affirmative vote to terminate by a simple majority of the current clinical faculty members will result in the student being dropped from the program. The student will be notified in writing of the decision.

In cases where an affirmative vote to terminate a student from the program is made, the student may appeal the decision to the Academic Dean. Such appeal must be made within 30 days following notification by the Department of their termination from the program. The Dean will consider the appeal and render his/her decision within 30 days of receipt of the student’s request for appeal. The Dean’s decision will be final.

Course Evaluation by Students

Near the end of each semester, students are expected to complete a written evaluation of each course. All evaluations are anonymous and confidentiality is maintained. Student honesty in evaluation of the courses is critical, since the results contribute to improving class design and presentation. Instructors do not have access to completed course evaluation information until after final grades are submitted.

Due Process

It is the policy of the Institute to utilize due process in handling student complaints or grievances. It is also the policy of the Institute to utilize due process in disciplinary actions taken against students. The Institute publishes due process procedures in relevant Institute publications.

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.

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.

Grading Policy

Course Grades

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
C-	1.7
D	1.0
F	0.0
NC (No Credit)	0.0
I (Incomplete)	None
IP (In Process)	None
W (Withdrawal)	None
WP (Withdrawal Passing)	None
WF (Withdrawal Failing)	0.0

Incomplete

When a student has been assigned an “Incomplete” the student must complete all outstanding course requirements within three (3) months following the end of the semester of registration for the course. Failure to complete all course requirements will result in the instructor awarding a grade based upon work completed.

Students who receive financial aid and who carry a grade of “Incomplete” into a following semester risk loss of financial aid for that semester. Carrying an “Incomplete” grade reduces the student’s overall grade point average and lowers his or her credit hours attempted to completed ratio – either or both of which factors can create a failure to meet the requirements for Satisfactory Academic Progress.

Clinical Skill Ratings

For courses that involve learning and demonstration of clinical skills, in addition to regular course grades students also will receive ratings on attainment of specific aspects of clinical practice and skills. An example of the rating form is available in the *Clinical Training Handbook*. The clinical courses at the Masters level include PSY 507, PSY 516, PSY 608, PSY 609, PSY 610, PSY 611, and PSY 613. Additional clinical ratings are made for “clinical” courses in the Psy.D. program.

Harassment-Free Environment

It is the policy of the Institute for the Psychological Sciences (Institute) that no student should be subject to unsolicited, unwelcome, abusive or offensive conduct of either a verbal or physical nature. Harassment refers to behavior that is not welcome, is personally offensive, interferes with efficacy or

creates uneasiness. Examples of harassment include, but are not limited to: repeated offensive sexual flirtations, advances or propositions; continued or repeated verbal abuse of a racial nature; graphic, degrading or demeaning ethnic comments about an individual or about his/her appearance; the display of sexually suggestive objects or pictures; or any other offensive or abusive verbal comments or physical contact. Further, students will not be subjected to third party harassment, which is defined as behavior that is personally offensive to an observing party. Students engaging in any act that harasses or discriminates against another person because of race, color, national or ethnic origin, gender, religion, marital status, or the presence of a disability, shall not be tolerated. Such conduct is specifically prohibited. Appropriate action will be taken by the Dean in accordance with set policies and procedures.

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. The Institute can also accept students in the country on F-1 visas and R-1 visas.

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 should discuss the need for a leave of absence with their academic advisor. Generally, a leave of absence is granted for good cause, and a minimum of one academic semester, and limited to one calendar year. Requests will be considered prior to the beginning of an academic semester. For any request made during the academic semester, the grade assigned will follow the Institute's Withdrawal policy.

The right to make use of the Institute's facilities is suspended while the leave is in effect. The student who discontinues active enrollment in courses without being granted a leave of absence, or a student granted a leave of absence who does not return to active enrollment in courses at the close of the approved period of time, must apply for readmission to the degree program, and will be subject to the regulations and requirements then in force. In such cases, acceptance into the program is not guaranteed, and any courses taken prior to the interruption of enrollment may not count towards graduation if they were not completed within the time allowed for degree completion.

While Institute policy may allow students a leave of absence of up to one calendar year, students who take advantage of this policy may be required to begin repayment of Title IV federal loans. Students who are participating in Title IV federal financial aid programs may be granted a leave of absence of up to 180 days in a calendar year without entering repayment. Therefore, students receiving federal financial aid are required to receive counseling from the Financial Aid office prior to being granted a leave of absence.

Non-Discrimination: Students

The Institute for the Psychological Sciences does not discriminate against applicants and students on the basis of gender, religion, race, color, or national or ethnic origin. The Institute applies this nondiscriminatory policy to all students and publishes this policy so that is known to the general public, and operates in a bona fide manner in accordance therewith in administration of its educational policies, admissions policies, scholarship and loan programs, and other school administered programs.

Papers

Students are expected to write all papers in a manner consistent with the expectations of the academic psychology community. Therefore, the Publication Manual of the American Psychological Association, 5th Edition, (Manual) should be utilized in all course requirements for term papers, as

well as other professional writing. The student may access the Manual and associated resources in the Library or see the following websites for assistance:

<http://www.apastyle.org>

<http://www.wooster.edu/psychology/apa-crib.html>

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 Academic Dean. The Academic Dean or the Academic 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 Academic 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 repeat certain courses in order to improve their grade. In such cases where a course is retaken both grades will be reported on their transcript, but the higher of the two will be used for the purpose of calculating the grade point average. Basic and advanced clinical practice classes may not be retaken. Poor performance in such courses will be remediated through an individualized plan developed between the instructor, Director of Clinical Training, and the student (see Clinical "At-risk"/Due Process policy).

Student Complaints

In a Christian academic atmosphere, every effort should be made on the part of both students and faculty to resolve issues with the other party on an individual basis. If for whatever reason a student does not feel comfortable approaching a particular faculty member, or is not satisfied with the results of such meeting, they should consult their academic, or the appropriate (M.S. or Psy.D.) Program Director, who will provide guidance as to what further steps, if any, should be taken. Should a student then wish to file a formal complaint, the Institute has established a Complaint Resolution Procedure for students to use for all aspects of their experience with academic, student, and other support services of the Institute.

Complaint Resolution Procedures

Student complaints will be handled as follows:

- 1) Filing a Complaint: The complainant shall file a written complaint with the Academic Dean. The complainant shall record with specificity the circumstances of his or her complaint.
- 2) Fact-Finding Committee: The Academic Dean will appoint a Fact-Finding Committee consisting of three faculty members. A Chairman of the committee will be designated by the Academic Dean. If a conflict of interest or other valid reason prevents a committee member from serving, the Academic Dean shall select an alternate. The Academic Dean shall make every effort to ensure that a fair, impartial and representative committee hears the matter.
- 3) Notification: The Academic 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 Fact-Finding Committee Chairman. The Academic 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 Academic 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 Academic 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 Academic 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 Academic Dean will make the decision about action to be taken. The factual conclusions contained in the Fact-Finding Report shall be binding upon the Academic Dean for the purpose of this determination.

The Academic 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 Academic 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 Academic 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 Academic 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.

Student Freedom of Expression

The free expression of student opinion is an important part of education in a democratic society. Student's verbal and written expression of opinion at the Institute is to be encouraged so long as it does not substantially disrupt the operation of the school. Students are, however, expressly prohibited from the use of vulgar and/or offensive terms, images, or behaviors.

Student Publications

Student publications produced as part of the Institute for the Psychological Sciences curriculum or with the support of the student body are intended to serve both as vehicles for instruction and student communication. As such, they should reflect respect for the Mission and the Vision of the Institute in accordance with the Institute's code of ethics and respect for the foundational charism of the Institute's affiliated Sponsor.

Distribution of Materials

Publications or other material written by students may be distributed on the Institute's premises in accordance with procedures developed by the Academic Dean. Such procedures may impose limits on the time, place, and manner of distribution including prior authorization for the distribution or circulation of printed material or the posting of such material at the Institute, subject also to building lease restrictions. Students responsible for the distribution of material, which leads to a substantial disruption of the Institute, interferes with its operations, contradict the mission of the school, or the rules and policies of the Board of Directors, may be subject to disciplinary action in accordance with appropriate policy of the Institute. Students must abide by the Institute's code of ethics and exhibit respect for the foundational charism of the Sponsor. Non-students or non-employees of the Institute shall not distribute materials on the Institute's grounds.

Student Records

The Institute maintains student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of the Institute, and as required by law. All information related to individual students will be treated in a confidential and professional manner. Student records are the property of the Institute but will be made available to appropriate parties in accordance with state and federal law.

Release of Student Directory Information

The Institute disseminates student information in accordance with applicable state and federal laws and the Institute's own established procedures.

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.

GRADUATE PROGRAMS

The faculty of the Institute has endeavored to systematically develop a program of studies for both the clinical and general psychology degree programs that reflects a thorough education and training in the science of psychology (both general 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 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 programs), 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 in the clinical psychology programs 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. in Clinical Psychology 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. in Clinical Psychology 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 in all degree programs 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 both the M.S. in Clinical Psychology and the M.S. in General Psychology degree programs), 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.) program in Clinical Psychology admits students with some preparatory undergraduate background in psychology who wish to develop fundamental knowledge and skills in the field of clinical psychology while also developing an integrative perspective on the psychology of the human person.

The goals of the M.S. in Clinical Psychology degree program are to help students:

- Obtain a rigorous knowledge of and appreciation for the methods and theoretical perspectives of both basic and applied clinical psychology and the contributions of these perspectives to our understanding of the human person;
- Develop a sophisticated understanding of Catholic Christian anthropology and its implications for the science and practice of psychology;
- Gain familiarity and experience in clinical interviewing and the administration and interpretation of personality and cognitive assessment instruments for purposes of diagnosis and treatment planning;

- Master fundamental clinical skills relevant to a variety of empirically-supported interventions for individuals, couples and families; and
- Acquire knowledge of laws and ethical principles governing the practice of psychology;
- Accumulate the knowledge and experience necessary to pursue doctoral studies in clinical psychology.

Students seeking to enroll in this program should be aware that they will be expected to demonstrate an ability to understand and express complex theological, philosophical, and psychological ideas in addition to demonstrating the maturity, sensitivity, and professionalism necessary to function effectively in clinical settings. Students should also be aware that opportunities to practice clinical psychology at the master's level are much more limited than at the doctoral level. Those students considering entering the profession with a master's degree should be aware of these limitations and informed about the licensing laws and regulations of any state in which they intend to practice.

Curriculum

The M.S. in Clinical Psychology degree program requires forty-eight (48) credit hours (cr.) of course work and a non-credit course in library and information use and research. Students must also complete a Comprehensive Examination prior to graduation. In addition to completion of all coursework and passing the M.S. comprehensive exams students must also successfully complete any clinical skill remediation plans (see petition "Clinical At Risk/Due Process Policy"). 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

LIB	500	Library and Information Use & Research
PSY	500	Psychology: History and Systems
PHT	502	Philosophical and Theological Anthropology
PSY	503	Personality Theories
PSY	504	Psychological Measurement
PSY	507	Psychopathology
PSY	512	Law, Ethics and Psychology
PSY	516	Basic Interviewing and Clinical Skills
PHT	635	Marriage, Family and Sexual Ethics

ACADEMIC YEAR 2

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
PHT	614	Practical Reasoning and Moral Character
PHT	633	Major World Philosophies and Religions

Master of Science Degree Program in General Psychology

The Master of Science (M.S.) program in General Psychology admits students who wish to develop fundamental knowledge in general psychology while also developing an integrative perspective on the psychology of the human person.

The goals of the M.S. program are to help students:

- Obtain a rigorous knowledge of and appreciation for the methods and theoretical perspectives of both basic and general psychology and the contributions of these perspectives to our understanding of the human person;

- Develop a sophisticated understanding of Catholic Christian anthropology and its implications for the science and practice of psychology;
- Gain familiarity and experience in the field of general psychology, including theories and research methods; and
- Acquire the knowledge and experience necessary to pursue careers in psychology-related fields or to continue their doctoral studies in psychology.

Students seeking to enroll in this program should be aware that they will be expected to demonstrate an ability to understand and express complex theological, philosophical, and psychological ideas. Students should also be aware that career opportunities in the field of psychology for individuals with a master's degree may be limited, require a doctoral level degree for specific jobs.

Curriculum

The M.S. program requires forty-eight (48) credit hours (cr.) of course work and a non-credit course in library and information use and research. Students must also complete a thesis 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 is:

ACADEMIC YEAR 1

LIB 500 Library and Information Use & Research
 PSY 500 Psychology: History and Systems
 PHT 502 Philosophical & Theological Anthropology
 PSY 503 Personality Theories
 PSY 504 Psychological Measurement
 PSY 507 Psychopathology
 PSY 512 Law, Ethics and Psychology
 PHT 635 Theology of Marriage and Family
 ELECTIVE (choose one):
 PSY 605 Developmental Psychology
 PSY 721 Learning and Cognition
 PSY 822 Biological Bases of Behavior
 PSY 825 Social Psychology

ACADEMIC YEAR 2

PHT 633 Major World Philosophies and Religions
 PSY 535 Integration of Psychology and Spirituality
 PHT 614 Practical Reasoning and Moral Character
 PSY 718 Research Design for the Psychological Sciences
 ELECTIVE (choose three):
 PSY 605 Developmental Psychology
 PSY 721 Learning and Cognition
 PSY 822 Biological Bases of Behavior
 PSY 825 Social Psychology
 PSY 690 Thesis Research

Doctor of Psychology Degree Program in Clinical Psychology

The educational objectives of the Psy.D. degree program in clinical psychology include and expand on the educational objectives of the M.S. degree program in clinical psychology. Students are expected to:

- Obtain a rigorous knowledge of and appreciation for the methods and theoretical perspectives of both basic and applied clinical psychology and the contributions of these perspectives to our understanding of the human person;
- Develop a sophisticated understanding of Catholic Christian anthropology and its implications for the science and practice of psychology;

- Gain familiarity and experience in clinical interviewing and the administration and interpretation of personality and cognitive assessment instruments for purposes of diagnosis and treatment planning;
- Master fundamental clinical skills relevant to a variety of empirically-supported interventions for individuals, couples and families;
- Acquire knowledge of laws and ethical principles governing the practice of psychology;
- Accumulate the knowledge and experience necessary to pursue doctoral studies in clinical psychology;
- Acquire a sound foundational knowledge in a number of additional basic content areas of psychology including developmental psychology, social psychology, biological bases of behavior, and learning/cognition;
- Acquire knowledge and skill mastery related to conducting research, including such areas as critically reviewing the psychological literature, research design, statistical analysis, and presentation and defense of research findings;
- Develop advanced knowledge and basic mastery of skills in the areas of interviewing, diagnosis and psychological assessment;
- Develop advanced knowledge and basic mastery of clinical skills related to psychotherapy with children, adults, couples, and groups;
- Acquire a mature understanding of the ways in which Catholic personality theory can be integrated with psychology; and will be able to demonstrate this understanding in the areas of research and clinical practice.
- Acquire professional-level knowledge of ethics and legal issues relevant to the field of psychology; and will be able to apply such knowledge in the provision of clinical services.
- Upon graduation, students, possess the professional knowledge and skills required for successfully obtaining licensure, as well as serving as a foundation for a successful career; and
- Display evidence of leadership skills and accomplishment in the field of psychology.

The Doctor of Psychology (Psy.D.) Degree Program in Clinical Psychology consists of 122 credit hours of course work and a non-credit course in library and information use and research. All students will earn a master's in clinical psychology as a part of their doctoral education. This course work consists of 98 credit hours in psychology, eighteen (18) credit hours in integrative studies, and six (6) credit hours of dissertation. Students must also complete 1,000 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.

Curriculum

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

LIB	500	Library and Information Use & Research
PSY	500	Psychology: History and Systems
PHT	502	Philosophical and Theological Anthropology
PSY	503	Personality Theories
PSY	504	Psychological Measurement
PSY	507	Psychopathology
PSY	512	Law, Ethics and Psychology
PSY	516	Basic Interviewing and Clinical Skills
PHT	635	Marriage, Family and Sexual Ethics

ACADEMIC YEAR 2

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
PHT	614	Practical Reasoning and Moral Character
PHT	633	Major World Philosophies and Religions

ACADEMIC YEAR 3

PSY	605	Developmental Psychology
PSY	701	Foundational Clinical Practicum/Externship I
PSY	702	Foundational Clinical Practicum/Externship II
PSY	703	Foundational Clinical Practicum/Externship III
PSY	718	Research Design for the Psychological Sciences
PSY	721	Learning and Cognition
PSY	724	Advanced Psychotherapy II: Adults
PSY	726	Advanced Marital Therapy
PSY	760	Professional Roles and Issues Seminar
INT	828	The Therapeutic Team
PSY	836	Advanced Personality Assessment
PSY	897	Psychology Seminar/Electives
PSY	899	Dissertation

ACADEMIC YEAR 4

PSY	723	Advanced Psychotherapy I: Children
PSY	729	Advanced Statistical Methods
PSY	801	Advanced Clinical Practicum/Externship I
PSY	802	Advanced Clinical Practicum/Externship II
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
PSY	899	Dissertation

ACADEMIC YEAR 5

PSY	899	Dissertation
Pre-Doctoral Internship (off campus)		

DEGREE REQUIREMENTS

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 in Clinical Psychology degree 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 is no clinical externship or placements required as part of obtaining the M.S. in Clinical Psychology 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).

M.S. 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 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 (General 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 Pass, or Pass with Distinction, or Fail 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.

Master of Science in General Psychology (M.S. Gen Psy)

In order to graduate, students must complete forty-eight (48) credit hours of courses as outlined in the curriculum for the Master of Science in General Psychology program (with a cumulative GPA of 3.0), and complete the M.S. Comprehensive Examination.

Full-time students can complete all fifteen (15) courses in two academic years. All students admitted (part-time or full-time) must complete the 15-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.

Thesis

A thesis research project is required for the Master of Science in General Psychology. The thesis requires a minimum of six (6) credit hours during which time the student develops a thesis proposal for approval by a thesis committee, conducts the thesis research, and submits a written report for

approval by a thesis committee. The thesis topic must be defined in close consultation with the student's advisor. Each student must have their thesis approved by the committee prior to submitting the written report. The thesis research may 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.

Doctor of Psychology (Psy.D.) in Clinical Psychology

All students must complete a total of 122 credit hours, comprised of 116 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 the Institute during their pre-doctoral internship.) Individuals with significant outside obligations can and are expected to take additional years to complete the program. However, all requirements must be completed within 10 years of admission to the 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 1,000 hours of supervised clinical service practice at an Institute designated facility. Supervision will be provided by 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.

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 clinical courses, and practicum/externship evaluation, it is required that the student demonstrates basic clinical and diagnostic skills by successfully completing the Psy.D. Clinical Comprehensive Exam Process prior to applying for a pre-doctoral internship placement.

The Psy.D. Clinical Comprehensive Exam Process includes three components: Advanced Clinical Competency Probes (Psy-I); Attendance at a Professional Roles and Issues Seminar Series (Psy-II); and Completion of a Formal Case Presentation (Psy-III). Component Psy-I and Psy-II must be completed prior to a student's application for the pre-doctoral internship. Component 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) (PSY 760) covers 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 committee 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 Committee 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 Committee

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.

Doctoral Dissertation

A doctoral dissertation (for which a minimum of six (6) credit hours are required) 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 applying for a pre-doctoral internship. The dissertation is expected to meet scholarly standards and be of publishable quality. It must be defended orally before the committee. Once students have their dissertation chair appointed, they must be continuously enrolled and registered for PSY 899 until all graduation requirements are completed, or will be considered withdrawn from the program.

Pre-Doctoral Internship

Students in the Doctor of Psychology (Psy.D.) degree program must obtain and successfully complete a year-long pre-doctoral internship following the completion of all coursework as a requirement for graduation. All students who are required to complete clinical skills remediation plans (see section entitled "Clinical At Risk/Due Process Policy") must successfully complete the plans prior to applying for the pre-doctoral internship. In the case that the clinical skill remediation plans are developed following application of the pre-doctoral internship, all such plans must be successfully completed prior to beginning the internship.

General Requirements for Granting Degrees by 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.

Course Descriptions

LIB 500 – Library and Information Use & Research (0 credit hours)

This course is required for all entering students and provides an in depth review of library organization, collections, services, and of all electronic resources; presents the methodologies of information searching, strategy development, and evaluation; reviews the evaluation of information and information sources; and includes practice exercises in each of these areas.

PSY 500 – History and Systems of Psychology (3 credit hours)

Behaviorism, psychoanalytical theory, and biologically based theories (e.g., cognitive neuroscience) have been offered as coherent accounts of the nature of the human nature of the person. 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.

PHT 502 – Philosophical & Theological Anthropology (4 credit hours)

This course will examine subject matter pertaining to the nature and operations of the human person as relevant to psychology drawing from both philosophical and theological sources. Topics will include: Theories of the person: dualism and the mind-body problem; Philosophy of Body: bodiliness, emotion, interpersonal-relatedness, dependence; Philosophy of Mind: Cognition; Sin: the nature of the problem of human existence; Soteriology: Christian conceptions of how the problem of alienation and ontological disorder is overcome; Grace: its nature & operations; relation between human nature and grace.

PSY 503 – Personality Theories (3 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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.

PSY 534 – Crisis Intervention and Stress Management from a Christian Perspective (2 credit hours)

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 (2 credit hours)

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.

PSY 605 – Developmental Psychology (3 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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)

PHT 614 Practical Reasoning and Moral Character (3 credit hours)

This course will introduce students to theories of fundamental moral reasoning with emphasis on the nature of and relationship between moral norms and first practical principles, with a view to understanding the concept of human flourishing. The genesis of moral character, virtue and vice will be examined, particularly in relation to the dynamic self-reflexive quality of moral choosing.

PHT 633 Major World Philosophies and Religions (3 credit hours)

This course introduces students to the dominant philosophical and religious worldviews of men and women in the 21st century. It does not presume such worldviews are in all cases explicitly espoused, though they often are. It does presume that the cognitions and behaviors of clients are shaped by conceptions of reality: about the nature of what is real, about the self and the human person, about human values, about life, death and afterlife. The course will consider in the case of each worldview its cosmology and metaphysics (e.g., whether the material universe is created, eternal, illusory); its anthropology, particularly its articulation and assessment of the program of evil (i.e., of human limitation, disorder, suffering and death); its ethic (specifically its answer to (solution to) the problem of evil); its epistemology (e.g., whether it is realist, idealist, esotericist, its theory of knowing); and its eschatology (i.e., its view on the “four last things”—death, judgment, heaven and hell). Other diversity considerations will include gender diversity, sexual diversity, and racial diversity.

PHT 635 Marriage, Family and Sexual Ethics (3 credit hours)

This course will examine the nature of marriage, its human and divine origins and its defining goods and purposes. The first part will consider marriage as a Christian sacrament, ideas on the roles of husband and wife, fatherhood and motherhood, sex, procreation and education of children. The second part will consider concrete issues relating to marriage, family and sexuality, including divorce, remarriage and annulment, contraception, homosexuality, abortion, and certain forms of reproductive technology. The theological vantage point will be the Catholic moral tradition from which readings will include primary and secondary sources.

PSY 690 Thesis Research – Thesis Research (up to 6 credit hours)

Prerequisite: Departmental approval. Registration for thesis research is required for all M.S. General Psychology students after all coursework has been completed. The thesis proposal is developed, submitted for approval, research conducted, and the written thesis submitted for approval by the thesis committee.

PSY 696 – Independent Study (Master’s Program) (1-3 credit hours)

Individualized plan of study designed through agreement between the instructor and student, and approved by the Department Chairman. Such plans may include designated readings, viewing of videotaped learning resources, individual meetings for discussion with the instructor, research, and writing, as well as other types of assignments. The instructor determines in advance the requirements and criteria by which a grade is assigned and the number of credit hours to be awarded. (Students are limited to a maximum of combination of two Independent Study and Psychology Seminary courses per degree program.) (Prerequisite: Consent of Faculty Advisor and Department Chair)

PSY 697 – Psychology Seminar (Master’s Program) (1-3 credit hours)

This seminar course offered to a group of students on topic or topics specified by the instructor and approved by the Department Chairman. The seminar format typically includes regularly held class meetings in which the instructor gives lectures and/or facilitates discussion. (Students are limited to a maximum of combination of two Independent Study and Psychology Seminary courses per degree program.) (Prerequisite: Consent of Faculty Advisor and Department Chair)

PSY 701 Foundational Clinical Practicum/Externship I (2 credit hours)

Clinical experience at the practicum/externship site. Students also have to attend and present at regularly scheduled case consultation groups which would be faculty led and focus on skill

development in the areas of diagnosis, treatment planning, clinical skills, and providing services from an integrated perspective. (First semester)

PSY 702 Foundational Clinical Practicum/Externship II (2 credit hours)

Clinical experience at the practicum/externship site. Students also have to attend and present at regularly scheduled case consultation groups which would be faculty led and focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and providing services from an integrated perspective. (Second semester) (Prerequisite: PSY 702 and Consent of Faculty Advisor and Department Chair)

PSY 703 Foundational Clinical Practicum/Externship III (2 credit hours)

Clinical experience at the practicum/externship site. Students also have to attend and present at regularly scheduled case consultation groups which would be faculty led and focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and providing services from an integrated perspective. (Third semester) (Prerequisite: PSY 703 and Consent of Faculty Advisor and Department Chair)

PSY 715 – Family Psychotherapy (4 credit hours)

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 credit hours)

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 credit hours)

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 are 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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

This course integrates multivariate analysis methods with the complex data settings covered in PSY 718. Topics include conventionally 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 760 Professional Roles and Issues Seminar (2 credit hours)

Seminar 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.

PSY 801 Advanced Clinical Practicum/Externship I (3 credit hours)

Advanced clinical experience at the practicum/externship site available to students in their fourth year of the Psy.D. program. (Prerequisite: PSY 703)

PSY 802 Advanced Clinical Practicum/Externship II (3 credit hours)

Second of two required semesters of advanced clinical experience at the practicum/externship site available to students in their fourth year of the Psy.D. program. (Prerequisite: PSY 802)

PSY 803 Additional Clinical Practicum/Externship III (1-3 credit hours)

Elective advanced clinical experience at the practicum/externship site available to students in their fourth year of the Psy.D. program. Prerequisite: PSY 802 and Consent of Faculty Advisor and Department Chair)

PSY 820 – Group Psychotherapy (3 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 credit hours)

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 896 – Independent Study (Psy.D. Program) (1-3 credit hours)

Individualized plan of study designed through agreement between the instructor and student, and approved by the Department Chairman. Such plans may include designated readings, viewing of videotaped learning resources, individual meetings for discussion with the instructor, research, and writing, as well as other types of assignments. The instructor determines in advance the requirements and criteria by which a grade is assigned and the number of credit hours to be awarded. (Students are limited to a maximum of combination of two Independent Study and Psychology Seminary courses per degree program.) (Prerequisite: Consent of Faculty Advisor and Department Chair)

PSY 897 – Psychology Seminar (1-3 credit hours)

This seminar course offered to a group of students on topic or topics specified by the instructor and approved by the Department Chairman. The seminar format typically includes regularly held class meetings in which the instructor gives lectures and/or facilitates discussion. (Students are limited to a maximum of combination of two Independent Study and Psychology Seminary courses per degree program.) (Prerequisite: Consent of Faculty Advisor and Department Chair)

PSY 899 – Dissertation (1-3 credit hours)

Registration for dissertation hours is required for all Psy.D. students from the time their dissertation chair is appointed until their dissertation is defended.

STUDENT SUPPORT SERVICES, PROGRAMS, AND ACTIVITIES

The Institute provides a variety of student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. The Dean of Students and the Student Life Services Office seek to assist students with housing, social, and other student support services while enrolled at the Institute.

The Institute strives to provide timely and accurate information to students regarding matters of interest such as academic events, lectures, student life and spiritual activities, as well as other Institute and area events. Notification of these events and activities are provided to students by email, through the Student Life Committee, on student bulletin boards, in student mailboxes, through the website: www.ipsciences.edu, in *Mind Matters* (see section 'Mind Matters' below), and through contact with the Student Life Services Office.

A student directory is published with student names, addresses, telephone, and email information to facilitate student need for this type of information. Students may request that their information not be published.

Career Placement Services

The Institute is dedicated to assisting students completing academic programs in finding and securing positions in clinical psychology and related fields. Career placement is individualized for each student and is facilitated by faculty academic advisors. Each student is encouraged to take advantage of all resources and work through their faculty academic advisor for any job or graduate placement assistance needed.

Career placement services is also provided through Institute-sponsored workshops to help students build resume and job interviewing skills as well as through providing initial contact with potential employers. Current job openings, employers, and graduate programs in the field of clinical psychology are available on the bulletin board located in the student lounge.

Counseling Services

The process of learning clinical psychology often results in students reflecting upon their lives and themselves in a different manner than they might have previously done. In the course of this reflection, it is not uncommon for some students to experience increased concern or distress. The Institute takes seriously the welfare of all students, and has arranged with several area psychotherapists to offer reduced-rate therapy services for students who feel they might benefit from this opportunity.

Dining Services

The Institute is located in an area where a wide variety of food services are available. Many of the food services are listed in *Mind Matters*.

Emergency Treatment

The Institute recognizes that it is responsible for assisting students in obtaining reasonable first aid including medical treatment in case of emergency or sudden illness or injury to a student. It is the responsibility of the student to obtain follow-up and additional medical attention required following this emergency treatment.

Housing

A variety of housing options are available for Institute students. Some of these housing options are included in *Mind Matters* and in the Student Life Services Office.

Mind Matters

Mind Matters is a monthly newsletter published by the Student Life Services office and provided to students. This newsletter contains items of interest to students, including the Student Life Services Calendar, extracurricular programs, services, and activities, lecture series, and area information.

Student Activities

The Institute provides a number of student life services and activities for students, which are communicated to students in a variety of ways, including *Mind Matters*. Additional information about student activities is available from the Student Life Services Office.

Student Life Committee

The Student Life Committee (SLC) is the recognized student leadership and government function of the Institute. The SLC plans social and spiritual activities for students and serves as the main channel of communication between the student body and the Institute's administration.

Members of the SLC are elected by the student body in the Spring semester and serve one year terms. The officers of the SLC are elected by the elected members of the SLC committee. In support of the student life programs, a student activity fee is paid by each student enrolled in a degree program.

Social Activities

To facilitate community life, the Institute regularly sponsors social gatherings of students, faculty, staff and their families. The Student Life Committee coordinates many of these functions and student attendance is encouraged and welcome. Details are available in *Mind Matters*, the Student Life Services office, and on student bulletin boards.

- The President's Picnic is an annual event for students and their families, faculty, and staff held to welcome students at the beginning of each academic year.
- IPS Game Night, held each semester and sponsored by the Student Life and Concerns Committee and the Chairman of the Psychology Department, is an opportunity for students and their families, faculty, and staff to learn and play a variety of different games while socializing with the Institute community.
- Teas, Sweets and Savories is a ladies afternoon tea sponsored for female students, faculty, and staff is offered at least once each academic year and sponsored by the Student Life Services Office.
- The IPS Men's Group holds regular meetings for all interested male students, faculty, and staff to enjoy spiritual reflection and discussion about relevant topics of interest to men.
- The IPS Women's Group meets monthly. The Women's Group is open to all women students, faculty, and staff to for spiritual growth and discussion about relevant topics.
- Cheese and Chat and Bagels and Chat are morning and evening forums for students to engage in meaningful discussions and share information with each other on a variety of topics.

Other Activities and Services

The Institute provides information about many services that are of interest and available for students in the area in *Mind Matters*. These services include banking, employment opportunities, local hospitals and clinics, hotels, parishes, student health services and insurance, places of interest, student discount tickets, and transportation.

Student Life Services Calendar

The Student Life Services office maintains a calendar of Institute programs, events and activities of interest to students. This Calendar is provided to students in *Mind Matters*.

Spiritual Life Activities

Because of the mission and vision of the Institute, encouragement of the spiritual growth of students is a clear priority. Towards this end, efforts are made to have regular religious services available to students. During the semester, Mass and Eucharistic Adoration are made available so that the students, faculty, and staff can experience shared worship. In addition, opportunities for spiritual direction and the Sacrament of Reconciliation are available to students from the Institute's Chaplain. Individual appointments may be scheduled by calling the Student Life Services Office.

The Holy Sacrifice of the Mass is offered regularly during the semester. Confessions and spiritual direction times and dates are announced. The Mass of the Holy Spirit is held during the first week of classes each Fall semester.

A variety of spiritual activities are provided for the students. Each semester the Institute Chaplain conducts a Half Day Retreat for students. Details about the Half Day Retreat and other planned events are available from the Institute Chaplain's office and on the Student Life bulletin board.

BOARD OF DIRECTORS

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ADMINISTRATION

President	Rev. John Hopkins, L.C., M.A., S.T.L.
Academic Dean	Gladys A. Sweeney, Ph.D.
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Vice President for Finance and Administration	Antonio Maza, B.A.
Associate Vice President for Finance and Administration	Arthur Guerra, B.A.
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Chairman, Psychology Department	William J. Nordling, Ph.D.
Director of Clinical Training	Philip Scrofani, Ph.D.
Director of the M.S. Program	Carleton A. Palmer, Ph.D.
Library Director	Sandra L. Shirley, M.L.I.S
Chaplain	Rev. Robert Weighner, L.C., S.T.B.

FACULTY

Academic Dean



Gladys M. Sweeney, Ph.D.

Ph.D. Pennsylvania State University
M.Ed. Pennsylvania State University

Dr. Sweeney is the founder and Dean of the Institute. She is a Visiting Professor of Psychology at the Regina Apostolorum Pontifical University in Rome and a Member of the Scientific Committee of the Master of Psychology Program at the same university. She has lectured at the North American College in Rome and has been a faculty member of the Division of Child Psychiatry, Department of Pediatrics, at the Johns Hopkins University School of Medicine. She served as the Executive Director of the Catholic Institute for the Psychological Sciences from 1997 to 1998. Dr. Sweeney has approximately 25 years of clinical experience in child and adolescent development. She is published and presents on topics related to the integration of psychology and the Catholic faith.

Full-time Faculty



William J. Nordling, Ph.D.

Associate Professor/Chairman, Department of Psychology
Ph.D., University of Maryland, College Park
M.A., University of Maryland, College Park
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., St. Hugh's College, Oxford
M.St., Oriel College, Oxford
Th.M., Harvard University
M.A., Seton Hall 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.



Michael J. Donahue, Ph.D.
Associate Professor
Ph.D., Purdue University

Dr. Donahue is a personality-social psychologist. He has done field work on the development of abstinence-affirming sexuality education curricula, and co-authored a nationwide study on why people give money to churches. His research interests include the empirical psychology of religion, determinants of delinquent and dysfunctional behavior in adolescence, and mathematical models of attitude structure and change.



Frank J. Moncher, Ph.D.
Associate Professor
Ph.D., University of South Carolina

Dr. Moncher has been on the IPS faculty since January, 2000, and served as Director of Clinical Training from 2001-2003. He is a licensed clinical psychologist in Virginia and Maryland. His typical classes include courses in therapy, consultation, and assessment. Dr. Moncher currently is Training Director at the Alpha Omega Clinic and Consultation Services where he provides supervision to student externs as well as providing direct services in individual and family therapy. His research interests include the integration of Catholic thought into psychotherapy, child and family development issues, and the assessment of candidates for religious life.



Carleton A. Palmer, Ph.D.
Assistant Professor
Ph.D., University of North Carolina, Chapel Hill

Dr. Palmer was the first graduate of the APA-approved pre-doctoral internship in clinical psychology at Catholic Social Services of Southern Nebraska. He has clinical experience and interest in marital therapy, marriage preparation programs, vocational assessment and counseling, and cognitive theories of psychotherapy. Dr. Palmer also maintains scholarly interests in the history and philosophy of psychology as a science, ethical and legal aspects of psychology, and the psychology of virtue. His research experience includes appointment to a grant from the National Cancer Institute, and publications in the areas of marriage and marital therapy, forensic psychology, assessment, and graduate training in psychology.



Holiday Rondeau, Psy.D.

Associate Professor/Dean of Students
Psy.D., Minnesota School of Professional Psychology
M.A., Illinois School of Professional Psychology

Dr. Rondeau is a licensed clinical psychologist with six years experience in private practice providing services to child, adolescent, individual and family populations. She was an Associate Professor at Regent University's School of Psychology and Counseling, an American Psychological Association accredited clinical psychology program. She also served as their Clinical Director of the Psychological Services Center, supervising and training doctoral level students at the University clinic. Dr. Rondeau serves as Dean of Students of the Institute.



Philip Scrofani, Ph.D.

Assistant Professor/Director of Clinical Training
Ph. D., The 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.



Roger Scruton, Ph.D.

Research Professor
Ph. D., University of Cambridge
M.A., University of Cambridge

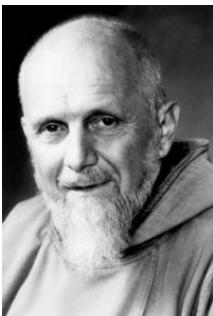
Dr. Scruton is an academic philosopher, writer, editor, and publisher who has held visiting posts at many other institutions, including Princeton, Stanford, Louvain, Guelph (Ontario), Witwatersrand (S. Africa), Waterloo (Ontario), Oslo, Bordeaux, and Cambridge). He has been awarded an honorary doctorate, for services to literature and philosophy by Adelphi University, New York, and another honorary doctorate in recognition of his intellectual work, by the Masaryk University in Brno, Moravia. He has also been awarded the First of June prize by the city of Plzen, for services to the Czech people in their resistance to communist oppression, and has been decorated by President Havel for the same cause. He received the Richard M Weaver award for scholarly letters in 2004. He has given the Owen Memorial lectures in the University of Wales, the Jones Memorial Lecture at the University of Swansea, and the Stephen Memorial Lecture at the University of Cambridge. Dr. Scruton has published more than 30 books that have been widely translated, including philosophy, political and cultural commentary, criticism, and novels.



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*.

Adjunct Faculty



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

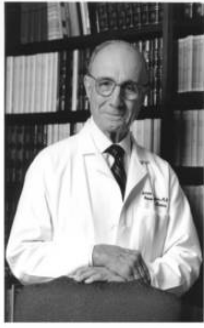
Fr. Groeschel founded and is on the staff of Trinity Retreat, a center for prayer and study for clergy. He has taught at Fordham University, Iona College, and Maryknoll Seminary. Father Groeschel has published a number of books and tapes on spirituality and pastoral counseling, including *Spiritual Passages: 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 Teologici*, 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
IPS 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*.



G. Alexander Ross, Ph.D.

Ph.D., Ohio State University

G. Alexander Ross holds a Ph.D. in Sociology from the Ohio State University. During his career, he has held faculty positions in sociology at colleges and universities in Ohio, Michigan, and Florida. His principal research and teaching interests include human population and the sociology of the family. During the last few years his published work has concentrated on integrating the social sciences with a Catholic understanding of the human person. Dr. Ross also serves as Vice Chairman of the Board of Directors of IPS. He and his wife, Martha, have two daughters and are members of St. Helen's Catholic Church in Vero Beach, Florida.

Visiting Professors



John Haldane, FRSA, FRSE

Ph.D., Birkbeck College, University of London (UK)

John Haldane is Professor of Philosophy in the University of St Andrews (Scotland) and Director of the Centre for Ethics, Philosophy and Public Affairs there. He is widely published in several areas of philosophy; in particular: history of philosophy, metaphysics, philosophy of religion, philosophy of mind, and philosophy of value. He is the co-author (with J.J.C. Smart) of *Atheism and Theism* (now in a 2nd edition from Blackwell, 2003) and *An Intelligent Person's Guide to Religion* (Duckworth). His next book is a collection of essays, entitled *Faithful Reason: Essays Catholic and Philosophical* (Routledge). He also writes as an academic in the fields of art history and criticism, education, and theology. In addition, he is a frequent contributor to newspapers, radio and television. In 2001-02 he was Royden Davis Professor of Humanities at Georgetown. In 2004-05 he is due to deliver the Gifford Lectures.



Daniel N. Robinson, Ph.D.

Grant Bentley Chair in Theoretical Psychology

Ph.D., City University of New York

M.A., Hofstra University

Daniel N. Robinson is Distinguished Professor, Emeritus, at Georgetown University, on whose faculty he served for thirty years. He is a member of the Philosophy faculty at Oxford University, where he has lectured annually since 1991. In Fall 2001, Professor Robinson delivered three inaugural lectures as Charles Test Distinguished Visiting Lecturer in Princeton University's new James Madison Program in American Ideals and Institutions, and taught as Visiting Professor in Princeton's Psychology Department. Over the years, Prof. Robinson has held visiting professorships at a number of universities, including Princeton University and Columbia University. 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. In 2001, he received the Lifetime Achievement Award from the Division of the History of Psychology of the American Psychological Association and, in the same year, the Distinguished Contribution Award from the APA's Division of Theoretical and Philosophical Psychology.



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, philosophical psychology and the dialogue between psychosocial sciences and theology. His doctoral research focused on psychosocial research concerning resilience and on the Christian virtues concerning difficulty. He is a Post-Doctoral Research and Teaching Fellow at the Pontifical Faculty of Theology at the University of Fribourg (CH). He is Executive Director of the IPS' Natural Law Research Project and Centre for Philosophical Psychology.

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.

- 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.

APPLICATION



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