

**THE INSTITUTE
FOR THE
PSYCHOLOGICAL SCIENCES**

**Academic Catalog
2008-2009**

**Master of Science Program
in General Psychology**

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**Master of Science Program
in Clinical Psychology**

**Doctor of Psychology Program
in Clinical Psychology**

ACADEMIC CALENDAR 2008-2009

Fall 2008

Orientation	August 20
First Day of Class	August 21
Labor Day, no class/offices closed	September 1
Add/Drop Period Ends	August 28
Columbus Day, no class/offices closed	October 13
Last Day to Drop and Receive "W"	October 17
Thanksgiving Break	Nov 26 - 30
Last Day of Class	December 3
Study Period	December 4 - 6
Final Exam Period	December 8–12
Degree Conferral Date	December 30

Spring 2009

First Day of Class	January 15
MLK, Jr Day, no class, offices closed	January 19
IPS Day, no day class	January 22
Drop/Add Period Ends	January 29
President's Day, no class, offices closed	February 16
Last Day to Drop and Receive "W"	March 13
Spring Break	March 16 – 20
Easter Break, no class, offices closed	April 9 – 10
Easter Monday, no class	April 13
Last Day of Class	May 7
Study Period	May 8
Final Exams	May 11 – 15
PSY 535 (Fr. Groeschel, CFR)	May 18 – 22
Memorial Day, no class, offices closed	May 25
Graduation	May 28 at 2pm

2009 Summer Session #1

First Day of Class	June 1
Add/Drop period Ends	June 4
Last Day of Class/Final Exam	July 2
Independence Day, no class, offices closed	July 3

2009 Summer Session #2

First Day of Class	July 27
Add/Drop Period	July 29
Last Day of Class/Final Exam	August 14
Degree Conferral	August 18

YOUR VOCATION TO HEAL

A Message from the Academic Dean



Being a psychologist is a vocation, a calling, to heal and significantly impact the well-being of individuals, marriages and families.

Most clients have been wounded and betrayed, and some have wounded and betrayed others. A psychologist that understands the profession as a vocation does not simply see the addict, the alcoholic, the wife beater, the struggling marriage in need of behavior modification, anger control, cognitive restructuring or communication skills training. Rather, the psychologist is called to see the client in terms of his inherent dignity, created out of love and redeemed by love, as God himself sees the person.

A therapist who follows this call sees all of this, even without mentioning God to the client. They see the therapeutic encounter with the client as providential and not random, and themselves as instruments of healing for the person. Healing includes helping the client understand their inherent self-worth, and the need to come out of themselves and give to others.

They see that freeing people from depression, addiction, obsession, and so on serves as the means to the larger goal of freedom for the flourishing life, the virtuous life. They move people from unhappiness to hope.

The Institute's comprehensive curriculum brings together the study of the empirically-proven, psychotherapeutic techniques and the study of philosophical and theological sources helping our graduates to grasp all the complexities of the human person, including the transcendent and spiritual dimension. We are training our students to be leaders in the field and to practice as psychologists answering this vocation.

Are you called to join us?

A handwritten signature in black ink that reads "Gladys M. Sweeney". The signature is written in a cursive style.

Gladys M. Sweeney, Ph.D.
Founder and Academic Dean

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HISTORY OF THE INSTITUTE

The Institute for the Psychological Sciences (Institute or IPS) 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 who are integrating theology, philosophy, 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 to sponsor various research projects of special relevance to the mission of the Institute. 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 the 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 IPS Press to publish approaches to 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 of the Southern Association of Colleges and Schools in 2005.
- In December 2005, the first Psy.D. student graduated from the Institute.
- In 2006, the Psy.D. program was recognized as an Association of State and Provincial Psychology Boards (ASPPB)/National Register Designation program.
- The Institute expanded its graduate programs to include the Master of Science Program in General Psychology in the Fall 2006 semester. The campus also expanded into the entire first floor of 2001 Jefferson Davis Hwy, increasing classroom,

library, student services & clinic areas. The Student Center opened and most administrative offices were relocated to the first floor.

- The first publication of the IPS Press was released in July 2006.
- In July 2007, the Institute offered its first Summer Program in Oxford, United Kingdom.
- The first Psy.D. students were licensed as clinical psychologists in 2008.



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.

Degrees Offered

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

Degree-Granting Authority

The Institute for the Psychological Sciences was formed, chartered, and established in the Commonwealth of Virginia, has maintained a main campus under the same ownership for 10 years, has remained fully accredited by an accrediting body recognized by the U.S. Department of Education, and is therefore exempt from the requirements of certification or approval by the State Council of Higher Education for Virginia (SCHEV). The exemption entitles IPS to conduct academic affairs or business without seeking or obtaining SCHEV approval. The resulting scope of the institutional autonomy includes:

- Offering courses or programs for degree credit;
- Enrolling students in courses or programs;
- Conferring or awarding degrees;
- Initiating other programs for degree credit at a new or additional level; and
- Offering instruction at additional or new locations.

Accreditation

The Institute for the Psychological Sciences is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award masters and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the Institute for the Psychological Sciences.

ASPPB/National Register Designated Program

The Doctor of Psychology (Psy.D.) program meets the Association of State & Provincial Psychology Boards/National Register of Health Service Providers in Psychology “Guidelines for Defining ‘Doctoral Degree in Psychology.’” Therefore, graduates of this designated program who decide to apply for licensing as a psychologist typically will meet the educational requirements for licensing. However, in each jurisdiction there are additional requirements that must be satisfied. For exact

information, please contact the state, provincial, or territorial licensing board in the jurisdiction in which you plan to apply.

Once licensed, graduates are eligible to apply for credentialing as a Health Service Provider in Psychology. Graduation from a designated program ensures that the program you completed meets the educational requirements for credentialing by the National Register. However, there are additional requirements that must be satisfied prior to being credentialed by the National Register of Health Service Providers in 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).

IPS 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.

By Metro

Use the Blue or Yellow line, south of Washington, D.C., and exit the Crystal City Metro Station. After passing the fare machines, go up the first escalator and take a left through the double glass doors in the underground walkway. Go down the hall and up the flight of stairs, bearing left as you approach the optometrist office. Walk straight until you get to 2001 Jefferson Davis Hwy. office building with green elevators on both sides. Go up the elevator to the fifth floor.

IPS is located in Suite 511.

Parking

The Institute for the Psychological Sciences has made arrangements with a local church in Arlington for student parking during the day. This parking registration information and directions to the lot can be obtained by contacting the Student Services Office.

In addition, parking spaces are reserved for permit only parking. Public parking is available in metered spaces on the street 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 4:00 pm at the Crystal Drive entrance or from 20th Street.

Parking in permit-only spaces without a permit may result in the vehicle being towed at the owner's expense. Visitors are encouraged to request assistance with accommodations for parking.

Address and Contact Information

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

The 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



ACADEMIC RESOURCES

The Institute occupies two floors in office space located at 2001 Jefferson Davis Highway. The classrooms, Library, student lounge, chapel and student service offices are located on the ground floor. The faculty and administrative offices are located on the fifth floor building (Suite 511).

Classrooms

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

Student Lounge and Study Areas

The student lounge is located on the first floor in Suite 100. It is equipped with vending machines, a kitchen, wireless connectivity, and computer access. Bulletin boards with information relating to specific degree programs, as well as academic, spiritual, and social activities are located throughout the first floor. 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 building (Suite 511). 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's students and faculty.

The Library will grow continually to expand and improve the resources available to students and faculty. The collections include the Circulating Collection, Reference Collection, Serials Collection (print and electronic journals and other serial publications), the Media Collection, the Psychological Test Collection, and the Fr. Benedict Ashley Archives & Special Collection. 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; laptops; and independent learning resources.

The focus of the Thelen Library collections is mainly materials related to clinical psychology and other areas of 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, and membership in the Virtual Library of Virginia/Virginia Independent College & University Library Association (VIVA/VICULA).

Additional information concerning library resources and other learning support services is available from the Mary S. Thelen Library, by calling the Library at (703) 416- 1680, or on the IPS website: www.ipsciences.edu/Library ,

Chapel

A chapel is located on the ground floor of the Institute outside of the student lounge. Mass times *are posted on Bulletin Boards.*



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 six research initiatives: The IPS Faculty Integration Project, The Centre for Philosophical Psychology (Oxford), The John Henry Cardinal Newman Lecture Series, The IPS Press, The Human Nature Project, and The Anthropology Project.

I. The IPS Faculty Integration Project: Foundations For An Integrated Psychology

Clinical psychology concerns the mental health and wellbeing of the human person. It therefore should rely upon and be guided by a sound understanding of the complete reality of the human person. In order to formulate and articulate such an integrated vision of the human person, the faculty of IPS meet regularly in a discussion and research group called the "Faculty Integration Project". Because these meetings involve not only psychologists--both clinicians and theoreticians--but also neurologists, statisticians, sociologists, philosophers and theologians, they are wide-ranging and inherently multidisciplinary. Moreover, they are collegial in the best sense of that word.

The Faculty Integration Project took as its first task simply setting down what it regarded as basic theses about human nature and the human person, which could serve, then, as a suitable foundation for reasoning and practice in clinical psychology. This endeavor has resulted in a working document, called the "Anthropological Premises Sheet", which has recently been published with a full introduction and commentary.

The Faculty Integration Project has also given rise to ideas for new research paradigms; integrated psychological assessment

tools; new therapeutic modalities; and helpful ways of relating theology and philosophy to psychology.

The IPS faculty have planned collaborative research initiatives, to be carried out by the Faculty Integration Project over the next several years, which will embody an integrated understanding of the human person, and which it is hoped will yield further evidence of the benefit and value of pursuing psychology within an integrative framework.

Director: Michael Pakaluk, Ph.D.

About **Michael Pakaluk, Ph.D.:**

Associate Professor, and Director of Integrative Research, The Institute for the Psychological Sciences



Dr. Pakaluk is a philosopher, historian of philosophy, and scholar in classical philosophy, who has published in a wide variety of areas in philosophy, including ancient, medieval, Scottish, and 20th century philosophy. His interests range over ethics, political philosophy, philosophical psychology, and philosophical logic, among other topics. He cultivates lively side-interests in the philosophy of John Henry Newman and the personalism of Karol Wojtyła. Dr. Pakaluk has played an important role in the revival of interest in the classical understanding of friendship, and is recognized as one of the world's leading experts on Aristotelian ethics.

His books include the Clarendon Aristotle volume on books VIII and IX of the *Nicomachean Ethics* (1998), and *Aristotle's Nicomachean Ethics: An Introduction* (Cambridge, 2005). He is currently at work on *Aristotelian Theory of Action and Moral Psychology* (with Giles Pearson, for Oxford U. Press), and a new translation and edition of the complete psychological writings of Aristotle for the Cambridge Texts in the History of Philosophy series.

Dr. Pakaluk was a Marshall Scholar and has been a visiting scholar at Brown, Cambridge, St. Andrews, and the Catholic University of America. He comes to IPS from Clark University in Massachusetts.

II. The IPS Centre for Philosophical Psychology

In order to develop and promote a deeper theoretical understanding of the human person, 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 Scholar" in Theology at Blackfriars.

To present, the scholars have included:

2004-2005

- Alex Sider, Ph.D. (Duke University)
- Rev. Ceslas Bernard Bourdin, O.P., Ph.D. (Assistant Professor, Université 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)

2007-2008

- Ralph McInnery, Ph.D. (The Michael P. Grace Professor of Medieval Studies, University of Notre Dame)
- Roger Scruton, Ph.D. (Research Professor, Institute for the Psychological Sciences, Arlington, VA)
- Rev. Joseph Koterski, S.J. (Professor of Philosophy, Fordham University)

III. 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 eighth 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 have included Hadley Arkes, Benedict Ashley, Robert Audi, Gil Bailie, Guy Bedouelle, Bernard Ceslas Bourdin, Peter John Cameron, Romanus Cessario, Jude Dougherty, Robert Enright, John M. Finnis, Kevin Flannery, Robert P. George, John Haldane, John Haas, Russ Hittinger, Stanley Hauerwas, Peter Kreeft, Ralph McInnery, Mgr. Livio Melina, Fred Miller, Richard John Neuhaus, Aidan Nichols, Michael Novak, Edmund Pellegrino, John Rist, Daniel Robinson, Kenneth Schmitz, Roger Scruton, Richard Sorabji, Msgr. Robert Sokolowski, Richard Swinburne, Charles Taliaferro, Paul Vitz, C. William Westfall, Thomas Williams.

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.

IV. The Institute for the Psychological Sciences Press

The Institute's newly created academic press is committed to publishing 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.

Dr. Gladys Sweeney, Director and Editor
Prof. Craig Steven Titus, Editor-in-Chief.
Fr. Romanus Cessario, Editor
Dr. Paul Vitz, Editor

The IPS Press has two series:

The John Henry Cardinal Newman Series

This Washington-based Lecture Series is held under the sponsorship of The Institute for the Psychological Sciences, and seeks to promote an international conversation among the several disciplines that treat the human person. The published versions will be published with an eye toward building a body of learned discussion that is catholic both in its breadth of research and in its dialog with contemporary Catholic thought. The published volumes appear under the patronage of St. Catherine of Alexandria in order to demonstrate the conviction of those responsible for the Newman Lecture Series that the human person flourishes only when the Creator of heaven and earth is loved above all things.



The IPS Press' inaugural volume *The Person and the Polis: Faith and Values within the Secular State* appeared in January 2007.



On the Wings of Faith and Reason: The Christian Difference in Culture and Science (appeared in April 2008)
The Press will also integrally publish the rest of the Newman

Lecture Series: *The Christian Difference in Art and Culture* (2003-2004 Lecture Series), *The Psychology of Character and Virtue* (2004-2005 Lecture Series), *Philosophical Psychology: Psychology, Emotions, and Freedom* (2005-2006 Lecture Series), *God, Religion, and Civil Governance* (2006-2007 Lecture Series), *Violence, Forgiveness, and the Moral Order* (2007-2008 Lecture Series).

The Institute for the Psychological Sciences Monograph Series.



The first volume of the IPS Monograph Series, Fergus Kerr, *'Work on Oneself': Wittgenstein's Philosophical Psychology*, appeared in Spring 2008.

Addresses for Placing Orders:

In the United States:

Hopkins Fulfillment Service (HFS)
P. O. Box 50370
Baltimore, MD 21211
Tel: 1-800-537-5487
Fax: 1-410-516-6998
E-mail: hfscustserv@mail.press.jhu.edu

In Canada:

Scholarly Book Services
127 Portland St., 3rd floor
Toronto, Ontario M5V 2N4
Tel (416)504-6545 or (800) 847-9736
Fax (416)504-0641 or (800)220-9895
Email: sbs@iprimus.ca
Web: <http://www.globalserve.net/~sbookscan>

Forthcoming from the IPS Press:

The John Henry Newman Series

Christianity and the West: Interaction and Impact in Art and Culture (2009 season)

The Psychology of Character and Virtue (2009 season)

Monographic Series

Person and Psyche, by Kenneth Schmitz (2009 season)

V. 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.

Human Nature in Its Wholeness: A Roman Catholic Perspective (CUA Press 2006). Edited by Daniel N. Robinson, Gladys Sweeney, and Richard Gill, L.C. . The contributors are Hadley Arkes, Jude P. Dougherty, Kevin Flannery, S.J., Robert P. George, Richard Gill, L.C., F. Russell Hittinger, Daniel N. Robinson, Robert Royal, Peter Ryan, S.J., Gladys Sweeney, and Carroll William Westfall.

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.

VI. The Anthropology Project

Basics of Philosophical Psychology: Fostering Dialogue between Christianity and Secular Psychology

The Anthropology Project has aimed to identify those elements of the Christian tradition that remain indispensable for sustaining a proper dialogue between Christianity and secular psychology. The invited members have sought 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. The project has produced a manuscript, *Basics of Philosophical Psychology*, which is in press.

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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./Ph.D.

Dr. Titus is research professor at the IPS; his current interests include virtue theory, moral development, philosophical psychology and the integration of psychological sciences, philosophy, and theology. His recent book sets up a dialogue between virtue theory and psychosocial research on resilience and overcoming difficulty: *Resilience and the Virtue of Fortitude: Aquinas in Dialogue with the Psychosocial Sciences* (CUA Press, 2006). He is Editor for the IPS Press, and Executive Administrator for IPS's Centre for Philosophical Psychology (Oxford).



ADMISSIONS INFORMATION

Admissions to the Institute for the Psychological Sciences are done on a rolling basis, with a deadline of February 15th for priority financial aid consideration for the following Fall semester. Final deadline for applications based on space available is May 15th. Spring semester applications are due October 15th. Applications are evaluated as they are received by an Admissions Committee composed of faculty and appointed by the Department Chairman. 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 admission. For an application to be considered complete, each applicant must submit the following to the Office of Admissions:

- a completed Application Form with personal statements as instructed on the Form (form can be downloaded from the website, or is available from the Admissions Department);
- letters of recommendation from three (3) individuals capable of evaluating your academic preparedness for graduate work in psychology, philosophy, and theology;
- official transcripts from all undergraduate and graduate studies;
- GRE scores (if applicable);
- the required application fee (\$50)
- Test scores of English as a Foreign Language (TOEFL) or International English Language Test System (IELTS), if applicable.

At this time the Graduate Record Examination (GRE) is recommended as a means of strengthening an application, but not required for application to the Master's programs; it is required for admission to the Doctoral Program. Official reports of the GRE score must be submitted directly to the Institute from the Educational Testing Service.

Applicants holding degrees from institutions outside of the United States must arrange to have these transcripts translated and evaluated. In addition to the official copy of each International Transcript, the Office of Admissions must receive an official

“Course-by-Course Evaluation” directly from an approved evaluation service (ex. www.wes.org or www.ece.org).

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 all required application materials reach the Office of Admissions in a timely manner.

Once all required forms, fees, and documents are received, the Admissions Committee will invite all qualified applicants to the M.S. or Psy.D in Clinical Psychology Program to schedule on-site personal interviews. Interviews may also be requested for applicants to the M.S. in General Psychology Program. All arrangements will be made through the Office of Admissions.

Admission Requirements

The admission requirements for each degree program are provided in each respective Graduate Psychology Program section.

IPS recommends, but does not require, that applicants complete a minimum of 18 credit hours of coursework in basic psychology content areas (e.g., abnormal, developmental, experimental, physiological and social psychology, statistics, tests and measures, learning and motivation, or personality theory) prior to entering the program. However, applicants with little or no previous coursework in psychology will be considered for admission. If admitted, such applicants will be required to take additional coursework offered by the Institute during the first year of their program to make up for these deficiencies.

In addition, given the Institute’s aim to integrate subject matter on the nature of the person from the Catholic philosophical and theological tradition into our psychology curriculum, all students are required to complete four courses in the areas of theology and philosophy. These courses are not ancillary to the psychology curriculum but rather provide the primary subject matter for its integrative dimension. Students who apply therefore should be prepared to undertake these rigorous graduate-level studies in philosophy and theology in areas relevant to psychology. For those with no formal education in theology or philosophy, we highly recommend as preparation for studies at the Institute that you familiarize yourself with the general content of the following ecclesiastical texts:

From Vatican II:

1. *Lumen gentium*, Dogmatic Constitution on the Church (1964)
2. *Dei verbum*, Dogmatic Constitution on Divine Revelation (1965)
3. *Gaudium et spes*, Pastoral Constitution on the Church in the Modern World (1965)
4. *Dignitatis humanae*, Declaration on Religious Liberty (1965)
5. *Apostolicam actuositatem*, Decree on the Apostolate of the Laity (1965)

From the Papal Writings

1. Pius XI: *Casti Connubii*, On Christian Marriage (1930)
2. Paul VI: *Humanae Vitae*, On the Regulation of Birth (1968)
3. John Paul II:
 - o *Redemptor hominis*, On the Redeemer of Man (1979)
 - o *Veritatis splendor*, On Fundamental Questions on the Church's Moral Teaching (1993)
 - o *Evangelium vitae*, On the Value and Inviolability of Human Life (1995)
 - o *Fides et ratio*, On the Relationship between Faith and Reason (1998)
 - o *Ecclesia de eucharistia*, On the Eucharist in its Relationship to the Church (2003)
 - o *Theology of the Body, Part One*: "Original Unity of Man and Woman," "Blessed are the Pure of Heart."

Courses for Credit or Audit

In addition, certain master-level courses may be taken for credit or audit by non-degree seeking students holding an appropriate baccalaureate degree. Any person wishing to register on a course-for-credit or audit basis must submit a completed application, official transcript(s), and 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 or audit are not admitted nor guaranteed admission to a degree program. Permission to take courses-for-credit is subject to limitation of class size and pre-requisites, with a priority given to degree seeking students. In addition, only the following courses are eligible to be taken as a course-for-credit by non-degree students: PSY 500, PHT 502,

PSY 503, PSY 504, PHT 533, PSY 605, PHT 614, and PHT 619. See section entitled “Registration/Auditing Courses” for additional information about the courses available for audit and related policies.

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: PHT 502 (Philosophical and Theological Anthropology); PHT 614 (Practical Reasoning and Moral Character); PHT 633 (Major World Philosophies and Religions); PHT 635 (Theology of Marriage and Family); PSY 512 (Law, Ethics, and Psychology); PSY 516 (Basic Interviewing and Clinical Skills); PSY 535 (Integration of Psychology and Spirituality); PSY 609 (Adult Psychotherapy); PSY 610 (Child Psychotherapy); PSY 611 (Marital Therapy); PSY 737 (Advanced Child Therapy I); PSY 738 (Advanced Child Therapy II); PSY 724 (Advanced Adult Psychotherapy); PSY 727 (Advanced Marital Therapy I); PSY 728 (Advanced Marital

Therapy II); 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) semester 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 semester credit hours may be transferred from a regionally accredited graduate level program for non-psychology courses.

Students admitted to the Psy.D. degree program in Clinical Psychology may transfer a maximum of 18 semester credit hours of coursework from a regionally accredited graduate level program. A maximum of six (6) semester credit hours may be transferred for Integration courses. However, students admitted to the Psy.D. degree 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 for 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 does not permit course exemptions for life experiences.

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.



Withdrawal Date	Refundable Portion
First Week	80%
Second Week	60%
Third through Fourth Week	50%
Fifth through Eighth Week	25%
Later Than Eighth 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 60th 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(12 hrs x \$750/ch)	\$9,000.00
2-Fees(Student Activity + Library fees)	<u>150.00</u>
3-Total Charges	\$9,150.00

Title IV Aid	
4-Unsubsidized Stafford Loan	\$6,000.00
5-Subsidized Stafford Loan	<u>4,250.00</u>
6-Total Federal Title IV Aid	\$10,250.00

Refund Calculation

7-Title IV Aid(see #6, above)	\$10,250.00
8-Amount Earned	<u>- 5,272.50</u>
(% sem. Completed, 57% x Title IV Aid, 10,250)	
9-Title IV Aid to be returned	\$4,407.50

Amount Owed by Student to Institute

Total Charges(see #3, above)	\$9,150.00
Less Title IV Aid Amount Earned (see #8)	<u>- 5,272.50</u>
Amount Owed to Institute from Student	\$3,877.50

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 \$3,877.50 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 is available to help students meet the educational costs of attending the Institute. The Institute encourages its students to take primary responsibility for financing their graduate education; to this end, self-help financial aid in the form of loans, assistantships and work-study are the primary, though not sole, sources of financial assistance available to students. A limited scholarship fund is also available with preference given to priests and religious.

Financial aid is any grant, scholarship, loan, assistantship, or federal work-study offered for the purpose 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, scholarships, work-study, 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>.

Assistantship Program

Assistantships require 10 hours of service work per week, for a total of 140 hours for the semester. Clinical, teaching and research assistantships are available to second year M.S. students and to Psy.D. students. These are determined and assigned by the faculty. General assistantships are available to first year M.S. students, and are assigned by the staff. All student workers are required to submit bi-weekly time records, signed by their supervisors, to the financial aid office. In so doing, students may earn the full amount of the tuition reduction associated with their assistantship award. The amount of tuition reduction associated with each assistantship award may vary, and all awards are primarily merit-based, and secondarily need-based. Students apply for the assistantship by submitting an Application for Institutional Aid, available in the Financial Aid office.

Federal Work-Study Program

The federal work-study program is need-based, and positions and hours per week vary. Students may be placed on-campus, or off-campus as reading tutors. Time records, signed by the

supervisor, are required for this program, which is paid by the hour in a bi-weekly pay check. The total amount of the award is stated in the award letter, and is determined by the level of need and type of position in which the student will work.

For both programs, the Application Deadline for the 2009-2010 Academic Year is March 15, 2009.

Virginia Tuition Assistance Grants (VTAG)

Established in 1972, the Virginia Tuition Assistance Grant Program (VTAG) is designed to assist Virginia residents who attend accredited private, non-profit colleges and universities in the state of Virginia. VTAG awards are state financial aid provided through the State Council of Higher Education for Virginia (SCHEV).

Awards are applied to the cost of tuition for the academic year for which the award has been made. Students who have already received tuition-only awards may receive VTAG awards, but only to the extent that the sum of all tuition-only awards do not exceed the cost of tuition for the award year. **Students who receive a full tuition waiver will not receive an award for that year.**

Basic eligibility requirements

- Applicants must be considered domiciled residents of Virginia for at least one year prior to receiving the grant, unless an applicant is the dependent of certain military personnel. **Students who are living in Virginia primarily to attend college or graduate school are not considered domiciled residents.**
- Applicants must be taking a minimum of 9 credit hours each semester.
- Students may not receive more than a combined maximum of three years of support or the number of years of the individual degree program, whichever is shorter.
- Students who apply and are deemed ineligible will receive notice from the Financial Aid Office, including the reasons for ineligibility and the deadline date for submitting appeals to the SCHEV, which makes the final decisions regarding eligibility.

Applications and Deadlines

Applications must be submitted to the Financial Aid Office *on, or before, July 31st* prior to the fall semester of enrollment. Late applications submitted no later than the 1st day of December of the award year, and spring-only applicants will be considered in mid-spring if funds are available.

Applications are available in the Financial Aid Office during business hours or online at www.schev.edu/forms/.

Awards

All eligible applicants who have submitted an application on time will receive a grant award. Award amounts vary annually and are not guaranteed. Maximum 2008-09 graduate annual awards are \$1,900. This amount is an estimate only. Actual award amounts are determined by the number of eligible students and the amount of funds appropriated by the General Assembly.

Awards are automatically renewed, provided applicants continue to be eligible and have not exceeded the maximum number of years eligible.

For more information, please contact the Financial Aid Office or visit <http://www.schev.edu/Students/factsheetVTAG.asp>

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 \$20,500 for the academic year. Grad Plus loans or private loans are available for the remaining cost of attendance should the student desire this option. The Institute for the Psychological Sciences participates in the Federal Family Education Loan Program (FFELP), and thus the federal loans available to its students are accessible through private lenders. IPS currently works with KeyBank, SunTrust and Wachovia because of their fiscal stability and renown for satisfactory customer relations. However, each student is free to use any lender of their choice and is not obligated to use one of the lenders suggested by the Institute.

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. Students are also encouraged to visit the Financial Aid department's portion of the IPS website, where a scholarship page is located. A scholarship database is provided there for the convenience of our students.

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 3.0 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.

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 Fall, Spring and Summer 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 a student 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, the date that 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 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.



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

The IPS is first and foremost an academic community. Students and faculty together engage in the discovery, analysis, application, development, and transmission of knowledge as it pertains to the psychological sciences. In order for this honorable pursuit to progress successfully, a firm commitment to academic integrity is required from all members of the intellectual community.

Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process by which that knowledge is pursued and transmitted. Specifically, it entails honesty in all one's academic dealings. Students at the Institute for the Psychological Sciences therefore shall not engage in or tolerate acts of academic dishonesty. Such acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

Students shall acknowledge in appropriate fashion the contributions of others to their work where such acknowledgment is due. The submission of work for academic credit indicates that the work is the student's own and that the work has been

completed in accordance with the standards of his or her course or assigned project. At the beginning of each course, it is the responsibility of the instructor to provide students with a statement clarifying the application of the IPS academic integrity policy to his or her course.

In cases where a violation of academic integrity has been verified, the faculty member has the responsibility for determining the academic consequences, which may include assigning a failing grade for the assignment, exam, or course, or non-acceptance of the thesis or dissertation. The faculty member also may recommend a formal review of the violation by the Academic Dean, at which time the responsibility for determining the academic consequences will pass to the Academic Dean. Consequences can include probation from the Institute for a designated period of time, and in extreme cases permanent dismissal from the Institute.

Students accused of a violation of academic integrity have the right to appeal the accusation and/or the imposed penalty. All such appeals are handled through the Student Complaint Grievance Process administered through the Office of the Dean of Students.

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 placed on academic probation for two consecutive semesters will 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, students will be informed in the most expedient manner possible. When feasible, instructions will be provided to students by postings, in their student mailboxes, and announcements will be made in class. Instructions will also be available on the Institute telephone recording, 703-416-1441, Ext. 456. We also list our closings on www.wtop.com under "closings/delays." Every effort will be made to post the announcement of class cancellations or emergency closing 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, and possess 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 internship 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. It will also include 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, and 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.

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 each semester 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 practicum/externship at the Institute, but does not meet the criteria for full-time study.

Course-for-Credit – Certain Master-level courses may be taken on a course-for-credit basis by non-degree seeking students

holding an appropriate Baccalaureate degree. Any person wishing to register on a course-for-credit basis must submit a completed application, official transcript(s), and 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 register course-for-credit are not admitted nor guaranteed admission to a degree program. Permission is subject to limitation of class size and pre-requisites, with priority given to degree candidates. In addition, only the following courses are eligible to be taken course-for-credit by non-degree 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.

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.

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.

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 efficiency 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 age, 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 age, 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 the complaint is valid;
- 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. As a last resort, students may contact the State Council of Higher Education for Virginia (SCHEV) by calling 804-225-2600.

Confidentiality

In the complaint resolution process, 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, contradicts 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 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.

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.

REGISTRATION

Registration for Classes

Attendance at any Institute class is not permitted unless the person is registered for the class. 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 must meet with their academic advisor prior to registering each semester and have the academic advisor sign the completed registration form. It is the option of each new student admitted to make an appointment with an academic advisor to plan a program prior to registering.

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

Auditing Courses

Any enrolled student may choose to audit a course by paying the audit tuition (approximately one-half of the current regular tuition), and applicable audit fee. Students not enrolled in a degree program at IPS must also submit an Application Form and transcript to the Registrar's Office. 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 students (unless special permission is granted by 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.

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 no later than the end of the second class.

GRADUATE PSYCHOLOGY PROGRAMS

The faculty of the Institute has endeavored to systematically develop a program of studies for both the general and clinical psychology degrees that reflects a thorough education and training in the science of psychology (both general and clinical psychology), and reflects how a Catholic understanding of the person, marriage, and family life provides 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); this graduate education is built upon by courses on research design, human development, learning, cognition, social, and biological aspects of psychological functioning (in the Psy.D. degree 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).

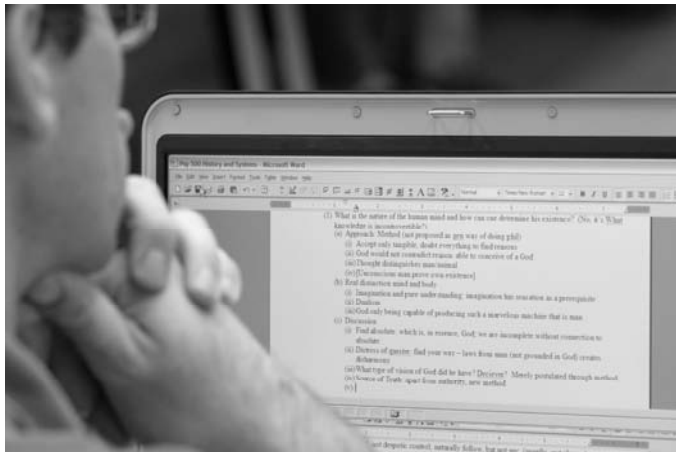
In addition, doctoral students are educated regarding other occupational roles such as teacher, consultant, and supervisor.

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.



General Psychology Program

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

The faculty of the Institute has endeavored to systematically develop a program of studies for the Master of Science (M.S.) in General Psychology that reflects a thorough education and training in the science of psychology, and reflects how a Catholic understanding of the person, marriage, and family life provides 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 systems of psychology, personality theories, psychopathology, statistics and research design, developmental psychology, social psychology, biological bases of behavior, and cognitive psychology.

Students are provided graduate level education in the theological and philosophical underpinnings of psychology from the perspective of a Catholic anthropology of the person. This is accomplished in two ways. First, many of the psychology content courses include 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 theological and philosophical anthropology, moral theology, theology of marriage and family, and examinations of major philosophical worldviews and religions.

Program Objectives

The objectives of the Master of Science in General Psychology degree program are to help students:

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

- Acquire knowledge of major basic psychological science content areas existing within the field of psychology
- 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, requiring a doctoral level degree for specific jobs.

Admission Requirements

Admission to the Master of Science in General Psychology program requires that a student has completed a baccalaureate degree from a regionally accredited academic institution with a cumulative grade point average (GPA) of at least 3.0 (on a 4.0 scale). At this time the Graduate Record Examination (GRE) is recommended, but not required. The applicant must submit three (3) letters of recommendation from individuals capable of evaluating academic preparedness for graduate work in psychology, philosophy, and theology.

The IPS recommends, but does not require, that applicants complete a minimum of 18 credit hours of coursework in basic psychology content areas (e.g., abnormal, developmental, experimental, physiological and social psychology, statistics, tests and measures, learning and motivation, or personality theory) prior to entering the program. However, applicants with little or no previous coursework in psychology will be considered for admission. If admitted, such applicants will be required to take additional coursework offered by the Institute during the first year of their program to make up for these deficiencies.

In addition, given the Institute's aim to integrate subject matter on the nature of the person from the Catholic philosophical and theological tradition into our psychology curriculum, all students are required to complete four courses in the areas of theology and philosophy. These courses are not ancillary to the psychology curriculum but rather provide the primary subject matter for its integrative dimension. Students who apply therefore should be prepared to undertake these rigorous graduate-level studies in philosophy and theology in areas relevant to psychology. For those with no formal education in theology or philosophy, we highly recommend as preparation for

studies at the Institute that you familiarize yourself with the general content of the following ecclesiastical texts:

From Vatican II:

- o *Lumen gentium*, Dogmatic Constitution on the Church (1964)
- o *Dei verbum*, Dogmatic Constitution on Divine Revelation (1965)
- o *Gaudium et spes*, Pastoral Constitution on the Church in the Modern World (1965)
- o *Dignitatis humanae*, Declaration on Religious Liberty (1965)
- o *Apostolicam actuositatem*, Decree on the Apostolate of the Laity (1965)

From the Papal Writings:

Pius XI

- o *Casti Connubii*, On Christian Marriage (1930)

Paul VI

- o *Humanae Vitae*, On the Regulation of Birth (1968)

John Paul II:

- o *Redemptor hominis*, On the Redeemer of Man (1979)
- o *Veritatis splendor*, On Fundamental Questions on the Church's Moral Teaching (1993)
- o *Evangelium vitae*, On the Value and Inviolability of Human Life (1995)
- o *Fides et ratio*, On the Relationship between Faith and Reason (1998)
- o *Ecclesia de eucharistia*, On the Eucharist in its Relationship to the Church (2003)
- o *Theology of the Body*, Part One: "Original Unity of Man and Woman," "Blessed are the Pure of Heart."

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 equivalent scores of 600 on the paper and pencil version, or 250 on the computerized version, or 100 internet-based. 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.

Applicants holding degrees from institutions outside of the United States must arrange to have these transcripts translated and evaluated course-by-course. In addition to the official copy of each International Transcript, the Office of Admissions must receive the official "Course-by-Course Evaluation" directly from an approved evaluation service (ex. www.wes.org or www.ece.org).

In considering applicants to the M.S. in General Psychology degree program, the following factors are considered: cumulative undergraduate GPA (as well as graduate GPA if available), GRE scores (if submitted), letters of recommendation, Personal Statements, and TOEFL or IELTS scores (where applicable).

In some cases, personal interviews may be required to determine the suitability of a given applicant for the M.S. in General Psychology Program. In cases where a personal interview is necessary and it presents a prohibitive 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.

Degree Requirements

To earn a Master of Science in General Science degree, 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 a thesis.

Full-time students can complete all sixteen courses in two academic years. All students admitted (part-time or full-time) must complete the 16-course (48 credit hours) sequence within five academic years (with an academic year comprising a Fall semester and a Spring semester).

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 of coursework (PSY 690 Thesis Research) 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.

Curriculum

The Master of Science in General Psychology 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 is one elective in the program. A typical schedule for full-time students who plan to complete the program in two years is:

ACADEMIC YEAR 1

LIB 500 Library and Information Use & Research
PHT 502 Philosophical & Theological Anthropology
PHT 614 Practical Reasoning and Moral Character
PSY 500 Psychology: History and Systems
PSY 535 Integration of Psychology and Spirituality
PSY 504 Psychological Measurement
PSY 507 Psychopathology
PSY 512 Law, Ethics and Psychology
ELECTIVE (choose one):
PSY 721 Cognitive Psychology
PSY 822 Biological Bases of Behavior

ACADEMIC YEAR 2

PHT 633 Major World Philosophies and Religions
PHT 635 Theology of Marriage and Family
PSY 503 Personality Theories
PSY 718 Research Design for the Psychological Sciences
PSY 605 Developmental Psychology
PSY 825 Social Psychology
PSY 690 Thesis Research (6cr)

Enrollment

Full-time Study

Full-time students are students admitted to the Master of Science in General Psychology and enrolled for a minimum of nine (9) credit hours of coursework during the semester.

Part-time Study

Part-time students are those students admitted to the Master of Science in General Psychology and enrolled for eight (8) or fewer credit hours in the current semester.

M.S. Assistantship Program

Student Assistantships are available to students enrolled in the M.S. degree program. Eligibility is based on a variety of factors including academic achievement (GPA), the student's need, skill sets, and previous training. For more information, refer to the Financial Aid section of this catalog or contact the Financial Aid Office directly.

Clinical Psychology Programs

The faculty of the Institute for the Psychological Sciences has endeavored to develop a systematic program of studies for its clinical psychology degree programs that reflect a thorough education and training in the science of psychology, and reflect how a Catholic understanding of the person, marriage, and family life provides a foundation for, and can be integrated with, the training of psychologists.

The Institute currently offers two degree programs providing training in clinical psychology - a Master of Science (M.S.) degree program and a Doctor of Psychology (Psy.D.) degree program. Both the Psy.D. and M.S. degree programs in clinical psychology adopt as their training model a modified version of the Practitioner-Scholar model - a training model which is based upon guidelines developed by the National Council of Schools and Programs of Professional Psychology (NCSSP). Nine core areas of knowledge, skills, and competencies serve as the foundation of the program objectives of the IPS degree programs and are embodied by program curricula: 1) Relationship skills, 2) Assessment skills, 3) Therapeutic interventions, 4) Research and evaluation, 5) Professional roles, 6) Knowledge of basic psychological science content areas, 7) Knowledge and application of ethical principles, 8) Diversity issues, and 9) Theory and application of an integrated Catholic approach to psychology.

The M.S. degree program and the first two years of the Psy.D. degree program are similar in terms of program goals and content in that the two year curriculum of the M.S. degree in Clinical Psychology and the first two years of the Psy.D. degree program in Clinical Psychology have considerable overlap and both focus on the development of foundational knowledge and the development of basic skills in the nine core areas. In fact, students who complete the M.S. degree in Clinical Psychology at the IPS, and who apply and are accepted into the Psy.D. degree program in Clinical Psychology, are allowed to transfer and apply all credits earned thus far from the M.S. program toward the degree requirements for the Psy.D. degree program.

The Psy.D. degree program further allows an opportunity for students to obtain advanced knowledge and receive advanced skills training in the nine competency areas. During these latter years of the Psy.D. degree program, students participate in on-going supervised clinical work and the emphasis moves from theory and basic skills formation to the application of theory and skills mastery.

Students enrolled in the M.S. degree program in Clinical Psychology who will not be completing doctoral studies, are strongly encouraged to consider participating in the optional “MS-Plus” Option. The “MS-Plus” option, which necessitates a third year of study, allows students to participate in a nine-month-long supervised clinical practicum/externship and to receive additional coursework centering on the application of an integrated Catholic approach to clinical practice. Students in third semester of studies in the M.S. Clinical degree program may apply for admission to the “MS-Plus” practicum/externship option through the M.S. Clinical Program Director.

Given that a central mission of the Institute is to train psychologists in an integrated Catholic approach to the practice of psychology, students in both the M.S. and Psy.D. degree programs are provided graduate level education in the theological and philosophical underpinnings of psychology from the perspective of a Catholic view of the human person. This is accomplished in two ways. First, the traditional psychology content area courses include an exploration of how the area can be understood from a Catholic view of the person. Second, in addition to the standard psychology courses, each program also has some specific courses which comprise an integrative studies sequence. Courses within the integrative studies sequence are primarily philosophical and/or theological and include areas such as philosophical and theological anthropology, practical reasoning and moral character, major world philosophies and religions, and theology of marriage and family.

Master of Science (M.S.) 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.

Program Objectives

The objectives 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;
- Acquire knowledge of laws and ethical principles governing the practice of psychology; and
- 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. Students enrolled in the M.S. Clinical Psychology degree program who do not plan on going on to doctoral studies may wish to consider completing the optional

third year of training (“Plus” Option), which includes additional coursework and a 9-month long supervised practicum/externship, as a way of possibly enhancing career opportunities at the master’s degree level. Nonetheless, those students considering entering the profession with a master’s degree are encouraged to research these limitations and should inform themselves about the licensing laws and regulations of any state in which they intend to practice.

Admission Requirements

Admission to the MS Clinical Psychology degree program requires that a student has earned a Baccalaureate degree from a regionally accredited academic institution. 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. At this time the Graduate Record Examination (GRE) is recommended as a means of strengthening an application, but not 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 equivalent scores of 600 paper and pencil version, or 250 computerized version, or 100 internet-based. The Institute also accepts the International English Language Test System (IELTS) with an overall band score of at least 7.0 on the academic IELTS and with no individual band the scores below 6.0.

Applicants holding degrees from institutions outside of the United States must arrange to have these transcripts translated and evaluated course-by-course. In addition to the official copy of each International Transcript, the Office of Admissions must receive an official “Course-by-Course Evaluation” directly from an approved evaluation service (ex. www.wes.org or www.ece.org).

Academic success at the Institute is enhanced by a candidate's undergraduate coursework in the social or behavioral sciences. Consequently, it is recommended, though not required, that applicants complete a minimum of 18 credit hours of undergraduate coursework in basic psychology (including areas such as abnormal, developmental, experimental, physiological

and social psychology, statistics, tests and measures, learning and motivation, and personality theory) prior to entering the program. However, applicants with no previous coursework in psychology will be considered for admission. If admitted, such applicants will be required to take additional coursework offered by the Institute during the first year of their program to make up for these deficiencies.

In addition, given the Institute's aim to integrate subject matter on the nature of the human person from Catholic philosophical and theological tradition into our psychology curriculum, all students are required to complete four courses in the areas of theology and philosophy in order to graduate. These courses are not ancillary to the psychology curriculum but rather provide the primary subject matter for its integrative dimension. Students who apply should be prepared to undertake rigorous graduate level studies in philosophy and theology in areas relevant to psychology. For those with no formal education in theology or philosophy, we highly recommend as preparation for studies at the Institute that you familiarize yourself with the general content of the following ecclesiastical texts:

From Vatican II:

- *Lumen gentium*, Dogmatic Constitution on the Church (1964)
- *Dei verbum*, Dogmatic Constitution on Divine Revelation (1965)
- *Gaudium et spes*, Pastoral Constitution on the Church in the Modern World (1965)
- *Dignitatis humanae*, Declaration on Religious Liberty (1965)
- *Apostolicam actuositatem*, Decree on the Apostolate of the Laity (1965)

From the Papal Writings:

Pius XI

- *Casti Connubii*, On Christian Marriage (1930)

Paul VI

- *Humanae Vitae*, On the Regulation of Birth (1968)

John Paul II:

- *Redemptor hominis*, On the Redeemer of Man (1979)
- *Veritatis splendor*, On Fundamental Questions on the Church's Moral Teaching (1993)
- *Evangelium vitae*, On the Value and Inviolability of Human Life (1995)
- *Fides et ratio*, On the Relationship between Faith and Reason (1998)
- *Ecclesia de eucharistia*, On the Eucharist in its Relationship to the Church (2003)

- o *Theology of the Body, Part One*: “Original Unity of Man and Woman,” “Blessed are the Pure of Heart.”

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 (if submitted), 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. Therefore, personal interviews will be arranged with all applicants meeting the published academic criteria. In the case of prohibitive 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.

Degree Requirements

To earn the Master of Science in Clinical Psychology degree, 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.

Students enrolling in the M.S. in Clinical Psychology “Plus” Option must complete sixty (60) credit hours of courses which includes all forty-eight (48) credit hours of courses included in the curriculum for the Master of Science in Clinical degree program, as well as 12 additional hours of coursework and a nine (9) month long 600-hour supervised externship/practicum. Please note that the “Plus Option” is not a separate degree program but an option existing with the M.S. in Clinical Psychology degree program. Therefore students enrolled in the “Plus” Option must also maintain a cumulative GPA of 3.0 and complete the M.S. Comprehensive Examination.

Full-time students can complete all sixteen courses (48 credit hours) in two academic years. Students enrolled in the “Plus” Option can complete all twenty courses (60 credit hours) and their 9-month long supervised clinical externship/practicum in three academic years. All students admitted to the Master of Science in Clinical Psychology degree program - including those students who are admitted to the “Plus” Option - must complete

all degree requirements within five academic years (with an academic year comprising a Fall semester and a Spring semester) whether or not they choose to enroll on a part-time or full-time basis.

M.S. Comprehensive Examination

Successful completion of the Comprehensive Examination is required prior to graduation. The M.S. Comprehensive Examination consists of two components: Clinical Skill Probes and the Written Comprehensive Exam.

Clinical Skill Probes. For courses that involve learning and demonstration of clinical skills, students will receive ratings on attainment of specific aspects of clinical practice and skills in addition to regular course grades. 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, and PSY 611.

Written Comprehensive Exam. This examination 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.

Curriculum

The M.S. in Clinical Psychology degree program requires forty-eight (48) credit hours 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 section “Clinical At Risk/Due Process Policy,” pg. 43). There are no electives in the program. A typical schedule 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
PHT 502	Philosophical and Theological Anthropology
PHT 614	Practical Reasoning and Moral Character
PSY 500	Psychology: History and Systems
PSY 504	Psychological Measurement
PSY 507	Psychopathology
PSY 512	Law, Ethics and Psychology
PSY 516	Basic Interviewing and Clinical Skills
PSY 535	Integration of Psychology and Spirituality
PSY 611	Marital Therapy
[PSY 597 & 598	Psychology Overview Seminar (if required)]

ACADEMIC YEAR 2

PHT 633	Major World Philosophies and Religions
PHT 635	Theology of Marriage and Family
PSY 503	Personality Theories
PSY 608	Cognitive/Behavioral Assessment
PSY 609	Adult Psychotherapy
PSY 610	Child Psychotherapy
PSY 827	Cultural, Religious, and Individual Diversity in Clinical Practice

M.S. Plus Option

Students enrolled in the M.S. in Clinical Psychology degree program who are not continuing with doctoral studies and who desire to potentially enhance their career options as master-level clinicians are encouraged to consider the “Plus” Option of the M.S. in Clinical Psychology degree program. Students enrolling in this option gain additional education and training in an integrated Catholic approach to psychology, as well as obtaining supervised clinical experience via a nine-month long 600-hour clinical externship/practicum.

Students enrolled in the M.S. in Clinical Psychology degree program may make application to enter the “Plus” Option in their third semester of studies. Admission to the “Plus” Option is not automatic and is based on performance on clinical probes and

past academic progress within the program. Students making application must be in good academic standing and must have successfully completed the requirements of any existing clinical skills remediation plans prior to application.

It should be noted that the “Plus” Option is not a separate degree plan from the M.S. in Clinical Psychology program; however those students admitted to the option must complete the additional coursework and the clinical externship/practicum prior to be awarded the M.S. degree. Students completing the additional requirements of the “Plus” Option will have this status, as well as the additional coursework and the completion of the externship/practicum documented on their official transcript.

A typical schedule for the third year of studies for students enrolled in the M.S. in Clinical Psychology “Plus” Option is as follows:

ACADEMIC YEAR 3 (MS-Plus students only)

PSY 601 (MS-Plus) Integrative Case Consultation I
PSY 691 (MS-Plus) Clinical Practicum/Externship I
PSY 602 (MS-Plus) Integrative Case Consultation II
PSY 692 (MS-Plus) Clinical Practicum/Externship II

Enrollment

Full-time Status

Full-time students are students who are admitted to the M.S. in Clinical Psychology degree program and are enrolled for a minimum of nine (9) credit hours during the current semester.

Part-time Status

Part-time students are students admitted to the M.S. in Clinical Psychology and enrolled for eight (8) or fewer credit hours during the current semester.

M.S. Assistantship Program

Student Assistantships are available to students enrolled in the M.S. degree program. Eligibility is based on a variety of factors including academic achievement (GPA), the student’s need, skill sets, and previous training. For more information, refer to the Financial Aid section of this catalog or contact the Financial Aid Office directly.

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

Program Philosophy and Objectives

As was indicated previously in the section introducing the clinical training programs, the IPS adopts a modified version of the Practitioner-Scholar model for the education and training of psychologists which is based upon guidelines developed by the National Council of Schools and Programs of Professional Psychology (NCSSP). The Department has identified nine core areas of knowledge, skills, and competencies which are the foundation of the Psy.D. program objectives and embodied within its curriculum: 1) Relationship skills; 2) Assessment skills; 3) Therapeutic interventions; 4) Research and evaluation; 5) Professional roles including teaching, supervision, consultation, and management; 6) Knowledge of basic psychological science content areas; 7) Knowledge and application of ethical principles; 8) Diversity issues; and 9) Theory and application of an integrated Catholic approach to psychology. A more detailed description of each of the Psy.D. program objectives is given below.

1. Competency in building relationships. This competency includes the ability to form therapeutic relationships with children and adults, utilizing a variety of therapeutic formats including individual, couple, family, and group. In addition, it includes the ability to form working relationships in the areas of education, supervision, consultation, and management.
2. Competency in assessment. This competency includes the ability to conduct intake interviews, administer and score a variety of commonly used cognitive and personality assessment instruments, and utilize basic and specialized screening instruments for the purposes of understanding the strengths and weaknesses of the client, diagnosis, treatment planning, and assessing therapeutic progress.
3. Competency in therapeutic intervention. This competency includes the development of foundational therapeutic skills for working with children and adults in a variety of therapeutic formats, including individual, couple, family, and group for the purposes of promoting,

restoring, sustaining, and/or enhancing positive functioning and a sense of well-being in clients.

4. Competency in research and evaluation. This competency includes the demonstration of knowledge and proficiency in psychological measurement, statistical analysis, and research design. Students will also develop skills in the areas of scholarly research, including reviewing scholarly literature, formulating research questions, and engaging in a process to address those questions.
5. Competency in professional roles. This competency includes the development of knowledge and skill sets which allow students to function in the many roles available to professional psychologists. These roles include, but are not limited to, consultation, education, teaching, supervision, and management. In addition, students are introduced to the importance of other professional activities, such as scholarly writing, and presentations at and involvement with professional associations.
6. Knowledge of basic psychological science content areas. This competency includes the development of knowledge in areas such as developmental psychology, personality theory, psychopathology, cognitive psychology, social psychology, and biological basis of behavior.
7. Knowledge and competency in applying ethical and legal principles. This competency includes the development of knowledge of ethical and legal principles for the practice of psychology. The scope of training includes both general ethical guidelines as well as specialized ethical guidelines for specific professional activities (e.g., teaching, research, supervision, consultation), specific therapeutic formats (e.g., couple therapy, group therapy), and specific clinical populations (e.g., children). This competency is integrally linked with the Institute's mission of the development of an approach to psychology that is consistent with a Catholic view of the human person because the broader application of philosophical and theological ethical principles is included. Students will develop the ability to utilize

sound ethical decision making in the application of principles in their clinical work and professional roles and activities.

8. Knowledge and competency in working with clients from diverse individual, cultural, and religious backgrounds. Respect for diversity is not a competency that stands alone but is manifested in other competencies such as building therapeutic relationships, psychological assessment, therapeutic interventions, research and evaluation, applying ethical guidelines and principles, and in fulfilling professional roles such as consultation, education, supervision, and management. This competency is integrally linked with the Institute's mission of the development of an approach to psychology that is consistent with a Catholic view of the human person because it touches on fundamental Christian beliefs about the intrinsic dignity, uniqueness, and goodness of each person, human freedom, personal vocation, and conscience.

9. Knowledge and competency in understanding and practicing psychology from an integrated Catholic perspective. This competency includes the development of a sophisticated understanding of an anthropology or view of the person consistent with the Catholic faith perspective and its implications for the science and practice of psychology. This competency is also not a stand-alone competency, but is one which is formed throughout the curriculum and integrated with the other competencies.

Admission Requirements

Applications for admission to the Doctor of Psychology (Psy.D.) in Clinical Psychology program are accepted until April 15th of each year. Current students in the IPS M.S. Clinical Psychology Program must have completed a minimum of 24 semester credit hours in order to apply (or have completed their fall semester of 13 credit hours and be enrolled for 12 credit hours in the spring when they make their application). For individuals not currently enrolled in the IPS master's program seeking admission to the Doctor of Psychology (Psy.D.) in Clinical Psychology program enrolled in the IPS M.S. Program must have an earned graduate degree from a regionally accredited degree program in a mental

health discipline (e.g., psychology, counseling, clinical social work, marriage and family therapy).

The admission process is focused on the individual. Therefore, personal interviews will be arranged with all applicants meeting the published academic criteria. These interviews typically are scheduled in May, and acceptance will be communicated within one week of the application process being completed. The interviews of applicants to the Doctor of Psychology degree program must be conducted in person. The applicant is responsible for all personal transportation costs associated with these interviews.

In considering applicants to the Psy. D. degree program, the Admissions Committee considers the following factors: cumulative undergraduate GPA, graduate GPA, GPA of courses in the social and behavioral sciences (both undergraduate and graduate), scores on the GRE and TOEFL or IELTS (where applicable), three (3) letters of recommendation, the interview process, personal statements and essays from the applicant, and commitment to and potential to fulfill the mission of the Institute and the Psy.D. degree program objectives. For all applicants, a cumulative grade point average of at least 3.5 (on a 4.0 scale) is required in order to be competitive in the admissions process.

The General Test score on the Graduate Record Examination (GRE), taken within the past five (5) years is required of applicants to the Psy.D. degree program who are not currently enrolled in the IPS MS. program. 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 who apply to the Psy.D. program after having completed 24 hours in the M.S. degree program in Clinical Psychology at the Institute; given the first-hand knowledge of these student's clinical and academic skills, the GRE requirement is waived.

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 equivalent scores of 600 for the paper and pencil version, 250 for the computerized version, or 100 for the internet-based version. The Institute also accepts the International English Language Test System (IELTS) with an overall band score of 7.0 on the academic IELTS, and with no

individual band scores below 6.0.

Applicants holding degrees from institutions outside of the United States must arrange to have these transcripts translated and evaluated course-by-course. In addition to the official copy of each International Transcript, the Office of Admissions must receive an official “Course-by-Course Evaluation” directly from an approved evaluation service (ex. www.wes.org or www.ece.org).

Those students who are applying to the Psy.D. program and who have not completed their previous clinical graduate training at the IPS should note that a central focus of the Institute’s mission, and of the program’s objectives, is to develop an integrated Catholic approach to the theory and practice of the psychological sciences. Accordingly, all students in the program are required to complete coursework in the areas of theology and philosophy which examine the Catholic tradition’s view of the person, marriage, and family life. These courses are not ancillary to the psychology curriculum but rather provide the primary subject matter for its integrative dimension. Therefore students entering the program should be prepared to undertake rigorous graduate level studies in philosophy and theology in areas relevant to psychology. For those with no formal education in theology or philosophy, we highly recommend as preparation for studies at the Institute that you familiarize yourself with the general content of the following ecclesiastical texts:

From Vatican II:

- o *Lumen gentium*, Dogmatic Constitution on the Church (1964)
- o *Dei verbum*, Dogmatic Constitution on Divine Revelation (1965)
- o *Gaudium et spes*, Pastoral Constitution on the Church in the Modern World (1965)
- o *Dignitatis humanae*, Declaration on Religious Liberty (1965)
- o *Apostolicam actuositatem*, Decree on the Apostolate of the Laity (1965)

From the Papal Writings:

Pius XI

- o *Casti Connubii*, On Christian Marriage (1930)

Paul VI

- o *Humanae Vitae*, On the Regulation of Birth (1968)

John Paul II:

- o *Redemptor hominis*, On the Redeemer of Man (1979)
- o *Veritatis splendor*, On Fundamental Questions on the Church’s Moral Teaching (1993)

- *Evangelium vitae*, On the Value and Inviolability of Human Life (1995)
- *Fides et ratio*, On the Relationship between Faith and Reason (1998)
- *Ecclesia de eucharistia*, On the Eucharist in its Relationship to the Church (2003)
- *Theology of the Body, Part One*: “Original Unity of Man and Woman,” “Blessed are the Pure of Heart.”

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 to this policy may be granted for applicants 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 (obtained from the Registrar) to the Director of the Psy.D. program 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: PHT 502 (Philosophical and Theological Anthropology); PHT 614 (Practical Reasoning and Moral Character); PHT 633 (Major World Philosophies and Religions); PHT 635 (Theology of Marriage and Family); PSY 512 (Law, Ethics, and Psychology); PSY 516 (Basic Interviewing and Clinical Skills); PSY 535 (Integration of Psychology and Spirituality); PSY 609 (Adult Psychotherapy); PSY 610 (Child Psychotherapy); PSY 611 (Marital Therapy); PSY 737

(Advanced Child Therapy I); PSY 738 (Child Psychopathology); PSY 724 (Advanced Adult Psychotherapy); PSY 727 (Advanced Marital Therapy I); PSY 728 (Advanced Marital Therapy II); and PSY 836 (Advanced Personality Assessment).

Students admitted to the Psy.D. degree program in Clinical Psychology who have not completed the M.S. Degree Program in Clinical Psychology at the IPS may petition for the transfer of a maximum of eighteen (18) credit hours of coursework. Students who have begun their M.S. degree at the Institute will be allowed to transfer all credit hours completed at the Institute that are contained in the Psy.D. degree curriculum.

Degree Requirements

The Doctor of Psychology Degree Program in Clinical Psychology consists of 122 semester credit hours of course work and a non-credit course in library and information use and research. The Psy.D. curriculum consists of 101 semester credit hours in psychology, 15 semester credit hours of integrative studies in philosophy and theology, and a minimum of 6 semester credit hours of dissertation research. Students must also complete a minimum of 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. Doctoral students must be continuously enrolled until they have completed all program requirements, including the dissertation and internship.

Students admitted to the Psy.D. program who did not complete the M.S. Degree Program in Clinical Psychology at the IPS prior to admission, earn this degree in the process of obtaining the Psy.D. degree by meeting the graduation requirements for M.S. program. Completion of these degree requirements and the written M.S. Comprehensive Examination is required for students in the Psy.D. Program to obtain candidacy status. Candidacy status must be achieved prior to taking the Doctoral Comprehensive Examination (Part 2, Case Presentation), obtaining a dissertation chair and committee, or applying for pre-doctoral internship.

All Psy.D. Program requirements must be completed within 10 years of admission to the program in order to ensure that the degree represents an education that is focused and current.

Furthermore, any courses taken prior to Psy.D. admission and transferred into the program's cumulative total of hours, must be taken within 10 years of the graduation date. Any courses not meeting these criteria must be re-taken for credit to update the student's knowledge in the field.

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 minimum of 1,000 hours of supervised clinical practice at an IPS approved 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: during the first year training occurs in courses with volunteers, during the second year students team with more experienced externs to provide services within their current competencies, during the third and fourth year practicum courses and externships provide students with increased responsibility for assessment and treatment under supervision, which 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); a Written Comprehensive Examination (Psy-II); a Formal Case Presentation (Psy-III).

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). The Written Comprehensive Examination (Psy-II) covers areas such as basic science of psychology,

ethics, theology and philosophy as applied to psychology, and basic clinical knowledge. 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 consistent with the Practitioner-Scholar Training Model, including diagnostic ability and clinical judgment, treatment planning and execution, presentation skills, ethical considerations, and integration of the Catholic view of the human person.

Passing/Completion of Component Psy-II serves as a formal criteria for admission to PsyD. Candidacy. While admission to the Psy.D. Program is an initial validation of an applicant's potential to complete doctoral work, the student must be admitted to Candidacy on their pathway to receiving their degree. Students may not attempt the Psy-III component of the Comprehensive examination until they are admitted to Candidacy. Furthermore, 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.

Doctoral Dissertation

A doctoral dissertation (for which a minimum of six (6) semester 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. In addition to the requirements of completing comprehensive examinations and successfully defending the dissertation proposal, 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.

Curriculum

The Psy.D. program requirements may be completed in five (5) 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. Regardless of other obligations or enrollment status, all students are required to satisfy the residency requirement of full-time enrollment in the Psy.D. program for at least one academic year prior to beginning the pre-doctoral internship.

A typical pathway for the completion of the program by students enrolled full-time is as follows:

ACADEMIC YEAR 1

LIB 500	Library and Information Use and Research
PHT 502	Philosophical and Theological Anthropology
PHT 614	Practical Reasoning and Moral Character
PSY 500	Psychology: History and Systems
PSY 504	Psychological Measurement
PSY 507	Psychopathology
PSY 512	Law, Ethics, and Psychology
PSY 516	Basic Interviewing and Clinical Skills
PSY 535	Integration of Psychology and Spirituality
PSY721	Cognitive Psychology
PSY760	Professional Roles and Issues

ACADEMIC YEAR 2

PHT 635	Theology of Marriage and Family
PHT 620	Ethics, Philosophy, and Public Affairs
PSY 503	Personality Theories
PSY 608	Cognitive/Behavioral Assessment
PSY 609	Adult Psychotherapy
PSY 611	Marital Therapy
PSY 613	Personality Assessment
PSY 718	Research Design for Psych. Sciences
PSY 729	Advanced Statistical Methods
PSY 822	Biological Bases of Behavior
PSY 832	Integrative Dissertation Seminar

ACADEMIC YEAR 3

PSY 605	Developmental Psychology
PSY 610	Child Psychotherapy
PSY 701	Foundational Clinical Practicum/Externship I
PSY 702	Foundational Clinical Practicum/Externship II
PSY 724	Advanced Adult Psychotherapy
PSY 727	Advanced Marital Therapy I
PSY 728	Advanced Marital Therapy II
PSY 736	Advanced Child Psychopathology
PSY 823	Psychopharmacology Seminar
PSY 827	Cultural, Religious & Individual Diversity in Clinical Practice
PSY 836	Advanced Personality Assessment
PSY 899	Dissertation

ACADEMIC YEAR 4

PHT 633	Major World Philosophies and Religions
PSY 737	Advanced Child Therapy
PSY 801	Advanced Clinical Practicum/Externship I
PSY 802	Advanced Clinical Practicum/Externship II
PSY 815	Psychology of Religion
PSY 817	The Psychologist as Supervisor & Educator
PSY 818	Psych. Consultation & Organizational Behavior
PSY 820	Group Psychotherapy
PSY 825	Social Psychology
PSY 899	Dissertation

ACADEMIC YEAR 5

PSY 899	Dissertation
PSY 890	Pre-Doctoral Internship (off campus)

Enrollment

Full-time Status

Students admitted to the Doctor of Psychology in Clinical Psychology degree program are 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 per semester, 3 hours of which include enrollment 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 Status

Part-time students are students admitted to the Doctor of Psychology in Clinical Psychology and enrolled for coursework or a practicum/externship at the Institute, but does not meet the criteria for full-time study.

Psy.D. Assistantship Program

Teaching, Research, and Clinic Assistantships are merit-based aid available to students enrolled in the Psy.D. program. Assistantships are awarded based on a variety of factors including the student's academic achievement (GPA), skill sets (e.g., clinical ratings by faculty), and previous training (e.g., completion of advanced courses needed for a given research, teaching, or clinic assistantship position.) For more information, refer to the Financial Aid section of this catalog or contact the Financial Aid Office directly.



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 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 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 offers training in skills necessary for developing constructive working relationships with clients. These basic clinical skills are used in gathering information from and developing an understanding of clients through the art of effective communication. Instruction will focus on how to help clients manage their problems while developing new opportunities for life enhancement. Both structured and unstructured approaches to interviewing are explored.

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 597-Psychology Overview Seminar I (1 credit hour)

This weekly seminar is for entering MS students who have no prior educational background in psychology. Planned readings will cover abnormal, developmental, experimental, physiological & social, learning & motivation, personality theory, sensory & perception, memory, assessment & treatment.

PSY 598-Psychology Overview Seminar II(1 credit hour)

This is a continuation of a weekly seminar for entering MS students who have no prior educational background in psychology. Planned readings will cover abnormal, developmental, experimental, physiological & social, learning & motivation, personality theory, sensory & perception, memory, assessment & treatment.

**PSY 601- MS-Plus Integrative Case Consultation I
(3 credit hours)**

Students 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. Must be taken concurrently with PSY 691.

PSY 602 – MS-Plus Integrative Case Consultation II (3credit hours)

Students 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. Prerequisite: PSY601/PSY691. Must be taken concurrently with PSY 692.

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)

The purpose of this course is to identify, develop and practice core clinical skills and tasks in the treatment of adult psychopathology. This includes developing and maintaining therapeutic relationships with clients as well as the application of particular systems of psychotherapy in identifying and effectively working toward therapeutic goals. In addition, students will gain a greater ability to critique secular approaches to psychotherapy in light of a Catholic view of the human person and explore psychotherapeutic approaches informed by this anthropology. (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)

This course offers instruction in basic skills in the administration of commonly used personality tests, including both psychometric and projective approaches to personality assessment. It also offers instruction in 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 - Theology of Marriage and Family (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-PHL 648 – Ethics, Philosophy and Public Affairs
(2 credit hours)**

The purpose of this course is to explore the relation between ethics, philosophy and public affairs both from the point of view of understanding the possibilities and limitations of practical ethical and other philosophical considerations. The course will begin with three lectures setting out the history, concepts, methods, and primary areas of application of philosophy to public affairs. Thereafter, each session will focus on one of the readings identified with two students being assigned to lead each discussion.

PSY 690 - 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 691- MS Plus Clinical Practicum/Externship I
(3 credit hours)**

A 300 hour Clinical Practicum/Externship will be implemented by the student, with a local clinical site, in conjunction with IPS, to engage in enhancing both counseling and assessment skills. The student will be supervised by a psychologist on site as well as participate in ongoing integrative case consultations on the IPS campus.

**PSY 692 - MS Plus Clinical Practicum/Externship II
(3 credit hours)**

A 300 hour Clinical Practicum/Externship will be implemented by the student, with a local clinical site, in conjunction with IPS, to engage in enhancing both counseling and assessment skills. The student will be supervised by a psychologist on site as well as participate in ongoing integrative case consultations on the IPS campus. (Must have completed PSY 691)

**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
(3 credit hours)**

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present at regularly scheduled case consultation groups which focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and providing services from an integrated perspective. (Co-requisite: Placement in the IPS Psychology Clinic)

**PSY 702 - Foundational Clinical Practicum/Externship II
(3 credit hours)**

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present at regularly scheduled case consultation groups which focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and providing services from an integrated perspective. (Prerequisite: PSY 701)

PSY 715 – Family Psychotherapy (2 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 presents concepts related to experimental design: validity, reliability, observational and experimental research design, and basic statistic tests important to the understanding of these concepts. The basics of qualitative research, survey research and sampling methodologies are covered. Research ethics and the writing of research reports are also addressed. (Prerequisite: PSY 504)

PSY 721 – Cognitive Psychology (3 credit hours)

This is a survey course in modern cognitive psychology, including perception, attention, memory, knowledge, imagery, language, problem solving, reasoning and decision making. Basic elements of cognitive neuroscience will be addressed. Recent theories combining these concepts with evolutionary psychology to address religious cognition and behavior are also surveyed.

PSY 724 – Advanced Adult Psychotherapy (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 727 - Advanced Marital Therapy I (2 credit hours)

Promotes mastery of clinical skills in marital therapy developed in PSY 611, and introduces additional models and techniques for healing marriages. Includes coverage of specialized issues such as infidelity and affairs, relationship violence, forgiveness in marriage, annulments, distressed marriages in which at least one spouse has a coexistent DSM-IV disorder, and common screening instruments used in assessing marriages. The course fosters the application of an integrated Catholic approach to marital therapy which is respectful of diversity and consistent with the broad and unique ethical principles governing marital therapy. (Prerequisite: PSY 611)

PSY 728 - Advanced Marital Therapy II (2 credit hours)

This course continues to promote mastery of clinical skills in marital therapy developed in PSY 611 and PSY 727, and introduces additional models and techniques for healing marriages. Includes coverage of specialized issues such as infidelity and affairs, relationship violence, forgiveness in marriage, annulments, distressed marriages in which at least one spouse has a coexistent DSM-IV disorder, and common screening instruments used in assessing marriages. The course fosters the application of an integrated Catholic approach to marital therapy which is respectful of diversity and consistent with the broad and unique ethical principles governing marital therapy. (Prerequisite: PSY 727)

PSY 729 - Advanced Statistical Methods (3 credit hours)

This course builds on the basic concepts presented in PSY 718 to examine more advanced statistical analyses. These include factorial and multivariate analysis of variance, multiple and logistic regression, meta-analysis, discriminant analysis, and structural equation modeling. While students will be trained in the basics of SPSS, primary emphasis in the class will be in understanding and critiquing the statistical analyses presented in clinical psychology journals as an adjunct to lifelong learning. (Prerequisites: PSY 504, PSY 718)

PSY 736 - Child Psychopathology (2 credit hours)

This course provides a broad overview of child psychopathology initially focusing on understanding basic concepts, historical context, developmental influences, theoretical perspectives, research methodology, and issues related to assessment and classification. This will be followed by a comprehensive survey of

the major categories of child psychopathological disturbances with an emphasis on empirically supported interventions for treating the various disorders.

PSY 737 - Advanced Child Therapy (2 credit hours)

Promotes the mastery of clinical skills in child therapy developed in PSY 610, and introduces additional models and techniques of child therapy including family-based interventions. Acquisition and refinement of such clinical skills will occur by means of case consultation, demonstration, and supervised practice. Case consultation will also allow for growth in the student's ability to utilize sound ethical principles, respect for diversity, and an integrated Catholic perspective in clinical work. (Prerequisite PSY 610)

PSY 738 - Child Psychopathology (2 credit hours)

This course continues to promote the mastery of clinical skills in child therapy developed in PSY 610 and PSY 737, and introduces additional models and techniques of child therapy including parent counseling and family-based interventions. The course also reviews the literature on the diagnosis and treatment of a variety of specific childhood problems. In addition, the course fosters the application of an integrated Catholic approach to child therapy which is respectful of diversity and consistent with the broad and unique ethical principles governing child therapy. (Prereq.: PSY 737)

PSY 760 - Professional Roles and Issues (2 credit hours)

Seminar which examines the multiple career opportunities and professional roles of professional psychologists. Topics include academic careers, clinical practice in a variety of settings, scholarly publishing and presentations, and involvement in professional associations. In addition, students construct a curriculum vitae and develop a strategic career plan.

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

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present at regularly scheduled case consultation groups which focus on sharing of the diversity of clinical experiences obtained through the variety of external site placements, with input from IPS faculty on how these experiences interface with the perspective of the Institute training model. (Co-requisite: Placement in an IPS approved

externship. Typically completed by students in their fourth year of the Psy.D. program. (Prereq.: PSY 702)

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

Second of two required semesters of advanced clinical experience at the externship site (see Prerequisite: PSY 801 for additional details)

PSY 815 – Psychology of Religion (2 credit hours)

This course will provide an overview of the empirical psychology of religion as well as more general social scientific perspectives on religion. Topics will include issues of measurement, faith development, religion in adolescence, its effects on health and at-risk behavior, religious coping styles, conversion, religious experience and mysticism, as well as the treatment of religion in attachment theory, evolutionary perspectives, the cognitive science of religion, and the spirituality and/or/versus religion debate. "New" religions, totalistic movements, and the "new atheism" will also be examined.

**PSY 817 – The Psychologist as 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 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.

PSY 818 – Psychological Consultation and Organizational Behavior (3 credit hours)

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.

PSY 827 – Cultural, Religious, and Individual Diversity in Clinical Practice (3 credit hours)

This course systematically covers the cultural, religious, and individual diversity considerations central to effective functioning of a clinical psychologist. In addition to reviewing the adjustments in clinical practice expected when working with individuals from diverse backgrounds, attention is given to the need which often arises to coordinate treatment efforts with other professionals who are involved in caring for the client.

PSY 832 – Integrative Dissertation 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)

This course develops skills in the administration and interpretation of more advanced projective personality techniques such as the Rorschach. Report writing skills are developed further 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 per semester)

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

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 Coordinator of Student Services seek to assist students with housing, social, spiritual 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, and through contact with the Student Services Office.

A student directory is published through the Student Services Office 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.

Campus Ministry

Because of the mission and vision of the Institute we are committed to help and assist the students of IPS to grow in their faith formation. As a means to this end the Student Services Office offers various opportunities by facilitating the coordination of Mass, Eucharistic Adoration, Retreats and Evenings of Recollection so that students, staff and faculty can experience shared worship. A schedule of dates and times for all activities are posted on the Student Services Bulletin Board on a regular basis.

In addition, Spiritual Direction and the Sacrament of Reconciliation are available to students from the Institute's Chaplain. Individual appointments may be scheduled by contacting the Coordinator of Student Services. Details concerning a variety of religious activities and programs for students are announced each semester and posted.

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 are 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. Contact information for local counseling services can be obtained from the Coordinator of Student Services.

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 the printed Orientation edition of *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 options are included in the printed Orientation edition of *Mind Matters* that can be obtained from the Student Services Office.

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 mission of the Institute and 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, staff, and student body of the Institute.

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. The Institute maintains and distributes a calendar of programs, events and activities (both on and off campus) that are of interest to students. Additional information about student activities is available from the Student 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 promoted through the Student Services office and are posted on student bulletin boards, through email and announcements in students mailboxes

Other Activities and Services

The Institute provides information about many services that are of interest and available for students in the area in the printed Orientation edition of *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.

Mind Matters e-Newsletter

Mind Matters is an online electronic newsletter that is produced by the Office of Promotions and is distributed to the IPS community, prospective students, and to friends and supporters of IPS. Through integration with the IPS website (www.IPSciences.edu), *Mind Matters* features student and graduate news, faculty announcements, program highlights, and other IPS newsworthy events.



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PRESIDENT



Rev. Charles Sikorsky, L.C., J.D., J.C.L.

J.D., University of Maryland School of Law
J.C.L. Canon Law, Pontifical Gregorian
University, Rome, Italy

Fr. Charles Sikorsky, L.C. became the third President of the Institute in 2007. He has extensive experience in the administration of educational institutions, working for eleven years in both South America and Rome, Italy. He is a candidate for a doctorate J.C.D. in Canon Law at the Pontifical Gregorian University in Rome, Italy. Fr. Charles obtained his licentiate in canon law at the Pontifical Gregorian University, where his thesis focused on various issues relating to the legal compatibility of the observance of Canon Law and John Paul II's Apostolic Constitution *Ex Corde Ecclesiae* by Catholic Universities in the United States of America.

A native of Baltimore, MD, Fr. Charles graduated from Johns Hopkins University and the University of Maryland School of Law. He practiced law in Maryland prior to his entry into the Seminary and was ordained a Catholic priest in 2002.

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 is the Director and Editor of the IPS Press

Full-time Faculty



William J. Nordling, Ph.D.

Associate Professor/ Chairman, Department of Psychology

Ph.D., University of Maryland
M.A., University of Maryland
M.A., Duquesne University

Dr. Nordling teaches both basic and advanced courses in child therapy and marital therapy. His research interests include child, marriage and family therapy, play therapy, marriage preparation and enrichment programs, and the practice of family psychology from an integrated Catholic perspective. He is a licensed clinical psychologist in the State of Virginia and a founding faculty member of the IPS. Prior to coming to the IPS, Dr. Nordling served as the Clinical Director of the National Institute of Relationship Enhancement, a professional training institute providing therapeutic services for children and families.



Kathryn M. Benes, Ph.D.

Associate Professor, and
Director of the IPS Training Clinic

Ph.D., University of Nebraska
M.S., University of Nebraska

Dr. Benes' primary areas of interest include clergy-psychology collaboration, organizational development within the Church structure, a Thomistic approach to lifespan development, and the integration of psychology and Christianity, and school psychology. Dr. Benes received a Ph.D. in School Psychology from the University of Nebraska – Lincoln in 1990 and has been a licensed psychologist since 1994. She taught at Iowa State University from 1990 to 1992 before returning to Lincoln where she was in private practice, working with children, adolescents

and families, as well as teaching at the University of Nebraska. In 1994, she became the Director of Mental Health Services for Catholic Social Services in the Diocese of Lincoln. Dr. Benes developed a nationally recognized diocesan-wide mental health program that ultimately became a doctoral-level psychology internship site, accredited by the American Psychological Association, currently the only accredited internship program in the nation that is specifically designed to train psychologists from a Catholic perspective.



Michael J. Donahue, Ph.D.

Associate Professor, and
Director of Research Training

Ph.D., Purdue University

Dr. Donahue is a personality-social psychologist. He has field work in 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.



Stephen H. Hamel, Ph.D.

Associate Professor, and
Director of Master of Clinical Psychology Program

Ph.D. Fordham University
M.A. Seton Hall University
BSN Felician College

Dr. Hamel is a Licensed Psychologist in the states of New Jersey and Virginia. He is a Diplomate in Behavioral Medicine at the International Academy of Behavioral Medicine, Counseling and Psychotherapy (IABMCP), as well as a Diplomate in Professional Counseling (IABMCP). In addition, He is a Licensed RN, Certified School Psychologist, and is Trauma/Disaster certified by the American Red Cross.

Dr. Hamel's professional experiences include over 25 years in Private Practice working with children, adolescents, adults, couples and groups including corporate consultation. He is a former Visiting Professor at the Fordham University Graduate School of Education, Departments of Counseling Psychology and School Psychology. He served as Field Supervisor at Rutgers University Graduate School of Applied and Professional Psychology, the Director of Employee Assistance at the GPU-Nuclear Corporation, Director of Psychology at the Optifast Program for Obesity of Somerset Medical Center, and Psychological Consultant for the Arbor Glen Continuing Care Retirement Community. His research interests include health psychology and behavioral medicine.



Frank J. Moncher, Ph.D.

Associate Professor, and
Director of the Psy.D. Program

Ph.D., University of South Carolina

Dr. Moncher teaches courses in psychotherapy and provides case consultation during the externship experiences. His research interests include the integration of Catholic thought into psychotherapy, child and family development issues, and the assessment of candidates for the priesthood and religious life.

Dr. Moncher is a licensed clinical psychologist in both Virginia and Maryland. He served as Director of Clinical Training from 2001-2003.



Michael Pakaluk, Ph.D.

Associate Professor, and
Director of Integrative Research

Ph.D., Harvard University
M. Litt., University of Edinburgh
A.B., Harvard College

Dr. Pakaluk is a philosopher, historian of philosophy, and scholar in classical philosophy, who has published in a wide variety of areas in philosophy, including ancient, medieval, Scottish, and

20th century philosophy. His interests range over ethics, political philosophy, philosophical psychology, and philosophical logic, among other topics. He cultivates lively side-interests in the philosophy of John Henry Newman and the personalism of Karol Wojtyła. Dr. Pakaluk has played an important role in the revival of interest in the classical understanding of friendship, and is recognized as one of the world's leading experts on Aristotelian ethics.

His books include the Clarendon Aristotle volume on books VIII and IX of the Nicomachean Ethics (1998), and Aristotle's Nicomachean Ethics: An Introduction (Cambridge, 2005). He is currently at work on Aristotelian Theory of Action and Moral Psychology (with Giles Pearson, for Oxford U. Press), and a new translation and edition of the complete psychological writings of Aristotle for the Cambridge Texts in the History of Philosophy series.

Dr. Pakaluk was a Marshall Scholar and has been a visiting philosopher or scholar at Brown, Cambridge, St. Andrews, and the Catholic University of America. He comes to IPS from Clark University in Worcester, MA.



G. Alexander Ross, Ph.D.
Associate Professor, and
Dean of Students

Ph.D., Ohio State University
M.A., Ohio State University

Dr. Ross' 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. He 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. He and his wife, Martha, have two daughters and are members of St. Helen's Catholic Church in Vero Beach, Florida.



Philip Scrofani, Ph.D.
Assistant Professor, and
Director of Clinical Training

Ph. D., The Catholic University of America
M.S., Xavier University

Dr. Scrofani's 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.

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.



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.



Craig Steven Titus, S.T.D./Ph.D.
Research Professor

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' current interests include virtue theory, moral development, philosophical psychology and the integration of psychological sciences, philosophy, and theology. His recent book sets up a dialogue between virtue theory and the psychological and sociological research on resilience and overcoming difficulty: *Resilience and the Virtue of Fortitude: Aquinas in Dialogue with the Psychosocial Sciences* (CUA Press, 2006). He is co-editor of *The Pinckaers Reader: Renewing Thomistic Moral Theology* (CUA Press, 2005) and has edited five other books and has published several articles. He is Editor-in-Chief for the IPS Press and Executive Administrator for IPS's Centre for Philosophical Psychology (Oxford). Research Interests: Virtue Theory; Moral Development; Psychotherapy of Virtue; Philosophical and Theological Anthropology; Emotions and Morality; Fundamental Moral Theology; Marriage and Sexual Ethics; Catholic Social Teaching.



Paul C. Vitz, Ph.D.
Professor and Senior Scholar*
Director of the M.S. Program in General
Psychology
Editor, IPS Press

Ph.D., Stanford University

Dr. Vitz' teaching and research 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*. He was Professor of Psychology at New York University for many years prior to joining IPS.

Adjunct Faculty



James T. Flannick, Psy.D.

Adjunct Professor

Psy.D., Wright State University
M.A., B.A., University of Dayton
Licensed psychologist, Pennsylvania

Dr. Flannick has a keen interest in the relationship of nutrition to mental health, and frequently uses nutritional interventions in his clinical practice. His publications include a chapter on schizophrenia in a manual for primary care physicians. Work is in progress for the publication of a child and adolescent textbook from a Catholic perspective. He has been active in the Pennsylvania Psychological Association.

Dr. Flannick's clinical practice began in 1977. For eight years, He was Director of Behavioral Science Training for a family practice medical residency program, while simultaneously appointed Clinical Instructor of Family and Community Medicine at Pennsylvania State University College of Medicine. Other professional experiences are varied, including service to populations from preschool to geriatric with various psychiatric diagnoses in individual, family, and group psychotherapy modes in outpatient, nursing home, residential, incarcerated, and hospital settings.

In addition to his adjunct appointment at IPS, Dr. Flannick is a full-time faculty member of Franciscan University of Steubenville, and maintains an explicitly-Christian private practice in Pennsylvania. He was a part-time faculty member of the University of Dayton, Wright State University, Pennsylvania State University – Beaver campus, Geneva College, Sinclair Community College (Dayton, Ohio), and the Community College of Beaver County (PA).



James Giordano, Ph.D.

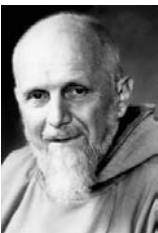
Adjunct Professor

Post-doctoral studies, Johns Hopkins University
Ph.D. City University of N.Y.
M.S. City University of N.Y.
M. Phil. City University of N.Y.
M.A. Norwich University, VT

Dr. Giordano's research has focused upon neurochemical and anatomical substrates of neuropathic pain and clinical applications of the development and implementation of analgesic drugs and novel technologies. His current work addresses the neuroethics of pain, suffering and sentience, and examines how new developments in neuroscience inform and sustain an evolving philosophy and ethics of mind and medicine.

Dr. Giordano is the author of over one hundred peer-reviewed publications and is the Deputy Editor-in-Chief of the journal *Pain Physician*, Associate Editor of the journal *Neuroethics*, bioethics section editor for *Practical Pain Management*, neuroscience and ethics section editor for the international journal *Forschende Komplimentmedizin*, and Associate Editor for science and ethics of the journal *Spirituality and Health International*. He has given over 100 invited lectures, both nationally and internationally, on neuroscience, neuroethics, pain, and the ethics of pain research and therapeutics.

Dr. Giordano is Samueli-Rockefeller Professor in the Department of Medicine, and Scholar in Residence at the Center for Clinical Bioethics, Georgetown University Medical Center, Washington, DC. As well, he is the Director of the Center for Brain, Mind, and Healing Research at the Samueli Institute, Alexandria, VA, and a Visiting Fellow in Medical Philosophy and Neuroethics at the Harris Manchester College, University of Oxford, UK.



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

Adjunct Professor,
Pastoral Psychology, St. Joseph's Seminary
Director, Office for Spiritual Development
Archdiocese of NY

Ed.D., Columbia University
M.S., Iona College, NY

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.

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.



William E. May, Ph.D.

Adjunct Professor
IPS Senior Scholar*

Ph.D., Marquette University

Dr. May taught moral theology at the Catholic University of America from 1971 to 1991, when he joined the faculty of the John Paul II Institute for Studies on Marriage and Family. He is the author and co-author of many books, among them *Catholic Sexual Ethics* (revised ed. 1998, co-authored with Ronald Lawler and Joseph Boyle); *Humanae Vitae: A Defense* (with Germain Grisez, John Finnis, John Ford, and Joseph Boyle); *An Introduction to Moral Theology* (revised ed. 1994); *Marriage: The Rock on Which the Family is Built* (1995); and most recently, *Catholic Bioethics and the Gift of Human Life*. He is also the author of over 200 articles in such journals as *The Thomist*, *Anthropotes*, *Scripta Theologica*, *Annales Theologici*, and *Linacre Quarterly*.

The recipient of many awards, among them the Pro Pontifice et Ecclesia Medal, Professor May served as a peritus at the 1987 Synod of Bishops and was a member of the International Theological Commission 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 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*. In 2007, the Institute for the Psychological Sciences awarded Dr. Pellegrino an Honorary Doctor of Science Degree.

Dr. Pellegrino is a Professor of Medicine and Medical Ethics, Dr. Pellegrino has taught at several post-secondary institutions, 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 as the Chairman of the President's Bioethics Council. He also 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.

Visiting Professors



John Haldane, FRSA, FRSE, Ph.D.

Ph.D., University of London (UK)

LL.D., Hon. St. Anselm, NH

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* (2nd edition from Blackwell, 2003); *An Intelligent Person's Guide to Religion* (Duckworth); and *Faithful Reason: Essays Catholic and Philosophical* (Routledge, 2004). His next book is a companion volume from Routledge, entitled *Reasonable Faith*.

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 the UK and the US. In 2001-02 he was Royden Davis Professor of Humanities at Georgetown; and in recent years has delivered the Stanton Lectures at Cambridge University, the Gifford Lectures at Aberdeen University and the Joseph Lectures at the Gregorian University, Rome. In 2005 Pope Benedict XVI appointed him a Consultor to the Pontifical Council for Culture.



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 of Oxford University, where he has lectured annually since 1991. Over the years, Prof. Robinson has held visiting professorships at a number of universities, including Princeton and Columbia. Author of nineteen 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.

** 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.*



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