



The INSTITUTE
— *for the* —
PSYCHOLOGICAL
SCIENCES

2014 - 2015
Catalog

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Last revised: Spring 2015

Academic Calendar 2014-2015

Fall 2014	
Aug. 14	Student Retreat
Aug. 15	Student Orientation
Aug. 18	Onsite Classes Begin
Aug. 24	IPS President's Picnic & Opening Mass
Aug. 29	Add/Drop Period Ends
Sept. 1	IPS CLOSED for Labor Day
Oct. 1	External PsyD Application Deadline
Oct. 13 – Oct. 14	Fall Break (No Classes)
Oct. 13	IPS CLOSED, Columbus Day
Oct. 11	Last Day to Drop and Receive "W"
Oct. 27	Online Classes Begin
Nov. 1	Internal PsyD Application Deadline
Nov. 26 – Nov. 28	Thanksgiving Break (No Classes)
Nov. 27 – Nov. 28	IPS CLOSED for Thanksgiving
Dec. 1	Last Day of Classes
Dec. 2	Study Period
Dec. 3 – Dec. 9	Final Exam Period
Dec. 10 – Jan. 11	Winter Break
Dec. 16	Grades Due to Registrar
Dec. 19	Degree Conferral
Dec. 21	Online Classes End
Dec. 24 – Dec. 25	IPS CLOSED for Christmas
Dec. 31 – Jan. 1	IPS CLOSED for New Year's

Spring 2015	
Jan. 5	Online Classes Begin
Jan. 12	Onsite Classes Begin
Jan. 19	IPS CLOSED, Dr. MLK Jr. Day
Jan. 20	Monday Make-up Day (Tuesday Classes cancelled, Monday classes meet)
Jan. 24	Add/Drop Period Ends
Feb. 16	IPS CLOSED, President's Day
March 1	IPS Institutional Aid Application Due; Online Classes End
March 2 – March 6	Spring Break (No Classes)
March 13	Last Day to Drop and Receive "W"
April 1 – April 6	Easter Break (No Classes)
April 3 – April 6	IPS CLOSED EASTER
April 21 – April 24	Assessment Week
May 4	Last Day of Onsite Classes Online Summer I Classes Begin
May 5	Study Period
May 6 – May 12	Final Exam Period
May 19	Grades Due to Registrar
TBA	Graduation
Summer 2015	
May 25	IPS CLOSED for Memorial Day
May 26	Onsite Classes Begin
May 28	Add/Drop Period Ends
June 28	Online Summer I Classes End
June 29	Online Summer II Classes Begin
June 30	Last Day of Classes/Final Exams
July 4	IPS CLOSED for Independence Day
Aug. 5 – Aug. 12	Second Summer Session (Pre-Clinical Training)
Aug. 7	Degree Conferral
Aug. 23	Online Summer II Classes End

Please Note: Dates are subject to change

Welcome to the Institute for the Psychological Sciences

Welcome to the Institute for the Psychological Sciences!

Thank you for taking the time to review our catalog and learn more about the dynamic programs we have here both onsite here in Arlington, VA and online. I am always inspired by the commitment of our students, faculty and alumni, and hope you are able to glimpse a bit of the incredible mission and team we have here.

Building a program which integrates the science of psychology with the Catholic-Christian vision of the person is a challenging task, yet IPS has made remarkable progress in only 15 years:

- Our past and current students have come from over 30 states as well as 13 other countries.
- Our 160 alumni are serving in many parts of our nation and abroad, building Catholic psychology practices.
- Our efforts have been recognized by Pope Benedict XVI (then Cardinal Ratzinger) and Pope John Paul II, among many other distinguished intellectuals of our day.
- In 2014, we expanded by introducing our first fully online Master's degree, an M.S. in Psychology, designed for working professionals and those in pastoral ministry.
- We are also proud to enter our second decade with no debt and a growing number of supporters.

Maintaining the highest educational standards, we are continuing to explore other ways to transform culture and make the practice of an integrated psychology a prominent reality: collaborating with bishops and Catholic communities worldwide, designing more online programs, and preparing a groundbreaking textbook of case studies that will demonstrate the difference our vision makes in concrete therapeutic practice.

I invite you to join us as we look forward to an exciting time in the field of psychology. Pursue your vocation to heal (or helping others pursue theirs), and transform our culture. Please come and visit us sometime or join our online community!

God bless,

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

¹ "Address of John Paul II to the Tribunal of the Roman Rota," February 7, 1987.

About IPS

IPS is a Catholic graduate school of psychology founded in 1999 dedicated to the scientific study of psychology with a Catholic understanding of the person, marriage and the family. IPS offers Master of Science (M.S.) and Doctoral (Psy.D.) degrees in Clinical Psychology, and a Master of Science (M.S.) degree in Psychology, and is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS COC).

The Institute for the Psychological Sciences is governed by its Board of Directors, which has complete and final governing authority over the Institute. The Board consists of the Bishop of Arlington, Virginia, seven lay Catholic leaders and three members of the Legion of Christ. The Legion sponsors the Institute by providing a President and a Chaplain and helping to maintain the Catholic identity of the Institute.

Vision

The Institute for the Psychological Sciences will be an international center for scholarship and professional training dedicated to the development of a psychology grounded in an integral Catholic-Christian view of the human person. Maintaining the highest academic standards, it will educate new generations of psychologists as well as professionals in psychology-related fields and open new areas of research for psychological theories that explore the relationship of psychology and the Catholic-Christian understanding of the human person.

Mission

The Institute for the Psychological Sciences is an institution of higher education offering Master's and Doctoral degrees. It is affiliated with the Legionaries of Christ. The Institute is dedicated to the renewal of the Catholic Christian intellectual tradition and the integration of the theoretical and empirical bases of psychology and a Catholic-Christian view of the human person.

The Institute seeks to provide students an effective academic and educational environment that supports the integration of the psychological sciences and a Catholic-Christian understanding of the person through teaching and learning both knowledge and critical skills. It

assists students intellectually and professionally as they prepare themselves to respond to their vocation as mental health professionals or as men and women in helping professions. The Institute's mission also involves dialogue about its integrative approach with practitioners and scholars, nationally and internationally.

Statement of Identity

The Institute for the Psychological Sciences (IPS or the Institute) is a Catholic institution formed to train leaders in the field of psychology.

The life of the Institute is rooted in and fully informed by the teaching of the Catholic Church. This vision involves every aspect of life at IPS, including the training model, education in the classroom and the Center, intellectual and scholarly pursuits, and our common life as an academic community. The identity of IPS finds its primary source in the word of God, which is expressed in the whole Tradition of the Catholic Church (Scripture and Magisterium) (Dei Verbum [The Word of God, Dogmatic Constitution on Divine Revelation of the Second Vatican Council], DV, sec. 7-10).

The heart of the identity of IPS is belief in the Trinitarian God who has revealed himself through Jesus Christ. Believing all things are created by God and bear resemblance to him, we view reality and each person as a gift. We recognize the primacy of God's gift, which humanity is invited to receive and to give in turn. Therefore, we seek to promote and participate in an authentic "culture of life" (Evangelium Vitae [The Gospel of Life], Encyclical of Pope John Paul II, 1995, sec. 28) at the Institute and in the broader culture.

We affirm that the human being has been created "in the image of God" (Genesis 1:27), and so every person has transcendent dignity. Created by God, who is truth himself (John 14:6), the human person is called "to live the truth in love" (Ephesians 4:15). In Jesus Christ, the human person fully discovers himself as made in love and for love. Each person, in turn, can only find himself "through a sincere gift of self" (Gaudium et Spes [Joy and Hope, Pastoral Constitution on the Church in the Modern World of the Second Vatican Council], 1965, sec. 24).

All are called to live a relationship of love with God. God calls each person through a unique vocation to holiness; the gift of self is the archetypal form of the person's response to this

call. Some people are called to special states in life (marriage, ordained, or consecrated celibacy). Everyone is called to glorify God and serve others through their work. We view the pursuit of graduate studies at IPS and the work of professional psychology in vocational terms, as a response to God's call.

The human person is further recognized as a free and responsible being (Catechism of the Catholic Church, 2nd ed., sec. 1738). God gave persons the possibility to accept or reject His love. In turn, we at IPS honor the freedom of all people: students, faculty, staff, clients, and others. We recognize that the human person is fallen and is wounded by sin, but is offered redemption in Jesus Christ through the Church and the grace of the Holy Spirit. In the light of faith, we live and affirm a vision of hope.

Those who come to work or study at IPS either personally hold the Catholic Church's vision of God and the human person, or remain respectful of this vision. A concern for physical, psychological, social, and spiritual development and well-being motivates the Institute to clearly identify the qualities of character and conduct that the IPS community strives to attain. The Catholic identity of IPS has particular implications for the model of training at IPS and the form of our common life.

Degrees Offered

The Institute The Institute offers the Master of Science in Psychology (online), Master of Science in Clinical Psychology, and the Doctor of Psychology in Clinical Psychology.

Objectives of the Institute

1) Through its Master of Science (M.S.) Program in Clinical Psychology, the Institute provides its students with basic education in the theoretical and empirical bases of psychology, as well as foundational training in clinical skills and their application in a manner consistent with a Catholic understanding of the person. Such education and training prepares students for further graduate training in clinical psychology and allied fields or for career choices appropriate for master's- level practitioners.

2) Through its online Master of Science (M.S.) Program in Psychology, the Institute provides its students with a solid background in the

theoretical and empirical bases of psychology and prepares them for further graduate studies in psychology and career choices where graduate training in psychology would be an important asset.

3) Through its Doctor of Psychology (Psy.D.) Program, the Institute provides its students with both basic and advanced education in the theoretical and empirical bases of psychology as well as both foundational and advanced-level clinical training and experiences. Such a comprehensive, formative experience is aimed at producing practitioner-scholars, psychologists who can provide effective services in an ethical manner that is sensitive to human diversity and consistent with a Catholic understanding of the person. The program also seeks to provide its students with knowledge and skill sets which allow for future development and participation in the wide variety of professional roles, leadership opportunities, and career choices available to psychologists trained at the doctoral level.

A Brief History of IPS

IPS was founded in 1997 by a group of mental health professionals, academicians, and clinicians who perceived a need for a proper understanding of the interrelationship between psychology and its philosophical foundations. Originally called the Institute for Faith and Psychological Sciences, the Institute sponsored workshops in Bethesda, Maryland, for licensed mental health professionals, integrating philosophy and psychology.

1998

- Incorporated in the Commonwealth of Virginia as the Institute for Faith and Psychological Sciences and then changed the name the following year.

1999

- The Institute for Faith and Psychological Sciences changes its name to the Institute for the Psychological Sciences (IPS or the Institute)

- Begins offering courses in the main campus, located in Crystal City, leading to the Master of Science (M.S.) Degree in Clinical Psychology.

- IPS is dedicated to Our Lady of Guadalupe during a ceremony officiated by the Most Rev. Paul S. Loverde, D.D., Bishop of Arlington, Virginia.

2000

- The State Council of Higher Education for Virginia (SCHEV) grants provisional approval to confer the Master of Science (M.S.) and the Doctor of Psychology (Psy.D.) degrees in Clinical Psychology.
- The first degrees are awarded in the Master of Science (M.S.) Program and the first students enroll in the Doctor of Psychology (Psy.D.) Program.
- The Blessed John Henry Cardinal Newman Lecture Series is founded to advance the integration of modern social, psychological, and Catholic thought.

2001

- The Scholarly Research Center is founded to sponsor various research projects of special relevance to the mission of the Institute. The Human Nature Project and the Anthropology Project are established at this time.

2004

- The Centre for Philosophical Psychology opens in collaboration with Blackfriars Hall at the University of Oxford in England.
- The IPS Press is established to publish approaches to psychological sciences that are integrated with a Catholic view of the human person and the moral life.

2005

- The Southern Association of Colleges and Schools Commission on Colleges grants regional accreditation.
- The first IPS Doctoral Degree in Clinical Psychology is awarded.

2006

- The Psy.D. Program is recognized as an Association of State and Provincial Psychology Boards (ASPPB)/National Register Designated Doctoral Program in Psychology.
- IPS opens Center for Psychological Services for student practicum experiences.
- The IPS Press releases its first publication, *The Person and the Polis: Faith and Values within the Secular State*.

2007

- Two faculty members become founding board members of the Catholic Psychotherapy Association (CPA).

2008

- The first Psy.D. graduates are licensed as clinical psychologists.

2011

- IPS Online Education Seminars are launched to begin offering distance learning opportunities.
- The faculty begin the development of a “handbook” of cases exemplifying a Catholic integrative approach to clinical practice, as a result of the Quality Enhancement Plan (QEP). In addition, case presentations commence for students.
- The IPS Diversity Committee, comprised of faculty, students and staff, is established.

2012

- IPS' APA CE accreditation is successfully renewed.

2014

- IPS launches an online M.S. in Psychology program that focuses on educating working professionals and giving them the practical tools they need to become transformational leaders in their workplace or ministry.

The IPS Model: A Catholic Perspective on Psychology

IPS is forming mental health professionals to meet the growing demand in today's culture for therapists who respect the dignity and uniqueness of every client. IPS clinicians go beyond simple symptom relief to facilitate true healing and growth for clients and their families. Our training emphasizes not only assessment and treatment of psychological disorders, but also how to help clients develop virtues and flourish as human beings.

To assist in articulating this integrated understanding of each client's complete reality (spiritual, emotional, temporal), the IPS faculty – clinicians and theoreticians, sociologists, philosophers and theologians – meet regularly in a research group call the Faculty Integration Project. A decade of this multidisciplinary work has resulted in “The IPS Model” of integration.

This IPS Model brings together scientific psychology's theoretical and empirically based knowledge with philosophical and theological insights about the person from the Catholic faith. This training model also emphasizes

the particular vocations of both the therapist and the client. It views the mental health professional as having a vocation to heal, and believes that the many elements of each client's specific state in life – single, married, raising a family, professional, member of the clergy – play an integral role in the therapeutic process. By understanding the whole person, clinicians can provide more effective treatment.

Academic Excellence

The curriculum at the Institute for the Psychological Sciences was developed according to criteria established by licensing laws and best practices guidelines established on the national level by professional associations.

The success of the IPS program can be witnessed on a number of levels:

- 100% of IPS doctoral graduates have been able to obtain licensure in the jurisdiction in which they have applied and are employed throughout the country and around the world, in private practice, serving dioceses, conducting assessments and running therapy groups in various clinical settings, and writing and speaking on topics in the field of psychology;
- 100% of IPS doctoral students, in the course of their training, have been placed in internship sites, which is validation of our rigorous and comprehensive curriculum and clinical training. IPS interns and externs consistently receive the highest ratings from their respective training directors and supervisors;
- in 2005 IPS received regional accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACS COC). IPS' accreditation was reaffirmed in 2010, meaning that the program continues to be in full compliance with all academic, administrative and governance standards required of institutions of higher education; and,
- IPS has been recognized since 2006 as a National Register Designation program by the Association of State and Provincial Psychology Boards (ASPPB).
- The Board of Directors, faculty, staff, and administration of IPS are committed to maintaining the highest academic standards in teaching and clinical training by supporting innovative programs and through an ongoing

process of evaluation and continuous improvement.

Degree-Granting Authority

The Institute for the Psychological Sciences (IPS) was formed, chartered, and established in the Commonwealth of Virginia on September 29, 1998. It has maintained a main campus and operated under the same ownership since that time. IPS has remained in good standing with its accrediting body and 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 Southern Association of Colleges and Schools Commission on Colleges to award the 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 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. For further information, consult the National Register's website: www.nationalregister.org.

Statement of Non-Discrimination

The Institute admits qualified students of any age, 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 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 IPS differ from traditional psychology programs in their approach, while maintaining the rigor in both the quantity and quality of clinical training.

Board Policy on Diversity

The Board of Directors of the Institute for the Psychological Sciences is committed to a diverse and inclusive educational environment. The Institute is associated with the Roman Catholic Church which teaches that every type of discrimination, whether social or cultural, whether based on sex, race, color, social condition, language or religion is to be overcome and eradicated (Vatican Council II, *Gaudium et Spes*, 29, 1965). While a preference for persons adhering to the religious purpose/affiliation of the Institute exists, this preference does not preclude the admission, hiring or retention of individuals because of personal and demographic characteristics. The Board of Directors recognizes that a broad range of perspectives is crucial to the success of our organization and seeks to develop strategies

to ensure that our workforce is reflective of the greater community by supporting diversity initiatives within the organization.

Ex Corde Ecclesiae

In conformity with The Application of Ex Corde Ecclesiae for the United States, approved by the Catholic Bishops of the United States on implementing the apostolic constitution Ex Corde Ecclesiae, professors of theology and philosophy at the Institute for the Psychological Sciences must acquire the *mandatum** from the local Bishop. As well, at every IPS presidential inauguration the incoming president takes the Oath of Fidelity on Assuming an Office to be Exercised in the Name of the Church, as conforming to Pope John Paul II's Apostolic Letter *Motu Proprio Ad Tuendam Fidem*.

**The *mandatum* is fundamentally an acknowledgment by Church authority that a Catholic professor of a theological discipline is a teacher within the full communion of the Catholic Church. The *mandatum*, therefore, recognizes the professor's commitment and responsibility to teach authentic Catholic doctrine and refrain from putting forth as Catholic teaching anything contrary to the Church's magisterium. The *mandatum* should not be construed as an appointment, authorization, delegation or approbation of one's teaching by Church authorities. Those who have received a *mandatum* teach in their own name in virtue of their baptism and their academic and professional competence, not in the name of the bishop or the Church's magisterium." ("Guidelines concerning the Academic Mandatum in Catholic Universities," U.S.C.C.B.)



Onsite Graduate Psychology Programs

The Institute The Institute offers two onsite degree programs: Master of Science in Clinical Psychology, and the Doctor of Psychology in Clinical Psychology.

Students in both 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.

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

The Master of Science (M.S.) in Clinical Psychology is a rigorous 65-credit graduate program that is designed to be completed in two years and two summers of consecutive full-time study. The program provides a broad-based clinical experience for therapeutic work and emphasizes the academic, practical and personal knowledge that will enable each graduate to become competent in diagnosis, treatment planning, and psychological intervention with children, adults, couples, and families while remaining consistent with a Catholic understanding of the person, marriage, and family life.

An advanced clinical experience in the form of a full-year externship in the second year of study provides opportunities for all M.S. students to apply and practice clinical skills under direct supervision of licensed professionals in a variety of mental health settings. The thrust of the M.S. in Clinical Psychology program, therefore, is to enhance the professional opportunities for graduates at the master's level. Mindful of what is relevant to what is happening in our world right now, students upon successful graduation may be qualified to apply for licensure at the master's level in a variety of mental health

capacities. It is most important to note, however, that licensing laws and requirements vary depending upon specialization and state but usually the requirements include the completion of a Master's degree and clinical experience. Thus, no guarantee for licensing is implied. Students are directed to thoroughly research licensing requirements in the state of choice to this end.

Program Philosophy, Goals, and Objectives

The Institute adopts a modified version of the Practitioner-Scholar Model for the education and training of students that is based upon guidelines developed by the National Council of Schools and Programs of Professional Psychology (NCSPP). Six 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) foundations in psychological science and research, 2) integrity in practice, 3) assessment and diagnosis, 4) therapeutic intervention, 5) professional roles, 6) clinical practice from a Catholic integrative perspective.

1) Foundations in Psychological Science and Research

Students will master the foundations of psychological science with respect to the knowledge of biological, cognitive and affective, social, and developmental aspects of the human person, as well as the history and systems of psychology, psychological measurement, research design, and statistical methods. Students will develop the skills necessary to be intelligent consumers of psychological research and to utilize their knowledge of psychological science and therapy-outcome research to plan treatment and select appropriate evidenced-based therapeutic interventions.

2) Integrity in Practice

Students will demonstrate knowledge and commitment to integrity in psychological practice, particularly as applied to the following areas: diversity, ethics, critical thinking, self-awareness and reflection, self-care, responsiveness to supervision, collegiality, and comportment in professional practice.

3) Assessment and Diagnosis

Students will demonstrate proficiency in the

following areas of assessment and diagnosis: clinical interviewing, intake evaluation, the administration of scoring and interpretation of psychological tests, integrating multiple sources of test data and clinical interview information into a written report, diagnosing and developing a treatment plan.

4) Therapeutic Intervention

Students will demonstrate skills in therapeutic intervention by displaying competence in case conceptualization, treatment planning, building and maintaining the therapeutic relationship, psychotherapy skills, crisis management, and discharge planning.

5) Professional Roles

Students will demonstrate a close familiarity with the variety of roles required of the professional psychologist, including skill-sets related to the roles as educator, supervisor, consultant and program evaluator to include report writing and professional presentations.

6) Clinical Practice from a Catholic Integrative Perspective

Students will master the foundations of a Catholic understanding of human flourishing in the human person, marriage, and family life. Students will be able to apply a Catholic integrative perspective to all aspects of clinical practice.

Admission to the M.S. in Clinical Psychology Program

There are two parts to the application process: the application materials and the personal interviews. Interviews are required for the M.S. Clinical Program. Please see application deadlines on pages 14-15.

Once the application is complete and approved by the Admission Committee, which is comprised of faculty and appointed by the department chair, applicants are invited to interview.

Admission Requirements: M.S in Clinical Psychology Program

Admission to the Master's Program in Clinical Psychology, requires that a student submit a completed application and have completed a baccalaureate degree and graduated from a regionally- accredited academic institution with

a cumulative grade point average (GPA) of at least 3.0 on a 4.0 scale.

In considering applicants to the M.S. Program, the faculty Admission Committee overall considers the following factors: cumulative undergraduate GPA and undergraduate record (and graduate GPA if applicable); GRE scores; letters of recommendation; essay answers on the application; interview responses (for the clinical program, and general program if required), clinical suitability (for the clinical program), scholastic aptitude, interpersonal skills, and TOEFL or IELTS scores (where applicable).

Applicants whose native language is not English must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the past two years. TOEFL scores must be at least 100 on the internet-based TOEFL (iBT), 250 on the computer-based (CBT), and 600 on the paper-based (PBT) version. Academic IELTS scores must fall into the overall band of at least 7.0, with no individual band scores below 6.0. Test results must be sent directly from the testing agency, which only make them available for up to two years from the test date.

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.

Statement of Non-Discrimination

The Institute admits to its programs qualified students of any age, race, gender, color, nationality or ethnic origin. 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 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 training.

Admission Process: M.S. in Clinical Psychology Program

The Admission Committee reviews completed applications only, for each applicant seeking admission. For an application to be considered complete, each applicant must submit the following to the Office of Admissions:

- Application form with personal statements as instructed on the form (form can be downloaded here, or is available from the Office of Admissions);
- Three (3) letters of recommendation capable of evaluating the applicant’s academic preparedness for graduate work in psychology, philosophy, and theology. Download form here.
- Official transcripts from all institutions attended, each in an official sealed envelope. (International students must submit a comprehensive course-by-course evaluation from an approved service, www.wes.org or www.ece.org.)
- GRE scores – General Test Score – taken within the last five years, submitted directly to the Institute from the Educational Testing Service (IPS school code 5639)
- Non-refundable application fee (\$55)
- (For those who do not have English as their first language) Test scores of English as a Foreign Language (TOEFL) or International English Language Test System (IELTS), if applicable, submitted directly to IPS by the testing agency (IPS school code 5639).

Applicants holding degrees from outside the United States must arrange to have any international transcript(s) translated and a “Course-by-Course” evaluation completed and sent directly to IPS from an approved evaluation service (i.e., www.wes.org or www.ece.org). Official transcripts must also be sent directly to IPS from the institution(s).

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 before the intended deadline(s).

Once all required forms, fees, and documents are received, the Admission Committee will contact all qualified applicants to the M.S. Program in Clinical Psychology to schedule onsite personal interviews. The applicant is responsible for all personal transportation costs associated with these interviews. Scheduling of interviews is done through the Office of Admissions and must take place by the indicated deadline(s).

Application Deadlines

Psy.D. external application deadline	October 1
Psy.D. internal application deadline	November 1
Psy.D. interview deadline	December 6
M.S. early admission application due	December 20
Psy.D. decision letters mailed	December 18
M.S. early admission interview deadline	January 31
M.S. standard application deadline (to be considered for finan. aid)	February 1
M.S. early admission decision letters mailed	February 15
IPS Institutional aid application due	March 1
M.S. interview deadline (to be considered for financial aid)	March 15
M.S. admission decision letters mailed	March 25
Financial aid letters mailed	April 2
Deposit due for incoming students	May 1
Final M.S. application deadline (space permitting)	May 30

*Deadlines on a Sat or Sun move to the following Monday.

International Students

Refer to page 41.

Degree Requirements

To earn the Master of Science (M.S.) in Clinical Psychology degree, students must complete 65 credit hours as outlined in the curriculum, with a cumulative GPA of 3.0 or higher, the satisfactory completion of the M.S. Clinical Practicum/ Externship and the M.S. Comprehensive

Examination, and demonstration of clinical skills as evidenced by successful Clinical Skill Probes.

Clinical Skill Probes: In 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 M.S. Clinical Training Handbook. The clinical courses at the master's level include: PSY 516 Basic Interviewing; PSY 608 Cognitive / Behavioral Assessment; PSY 609 Adult Psychotherapy; PSY 610 Child Psychotherapy; and PSY 611 Marital Psychotherapy.

Degree Timing

Full-time students can complete all required courses in two academic years and two summers. Degree conferral is granted after the successful completion of all degree requirements.

M.S. Clinical students admitted to the Psy.D. Program are permitted to substitute up to 12 hours of upper-level coursework in order to meet the degree requirements for the conferral of the M.S. Clinical Degree.

Clinical Externship

To ensure that students receive practical training in their clinical skills, all students are required to complete a full-year externship (practicum) at an IPS-approved mental health facility. During their externship, students must complete a minimum of 600 hours of supervised clinical practice, at least 25% of which must involve direct client contact. Students provide services under the supervision of on-site supervisors who must be licensed mental health professionals. Supervisors will provide regular feedback to the student and to the Director of the M.S. Program regarding the student's progress.

At the end of their first semester of study, students request permission from the M.S. Program Director to apply for an externship. Their level of preparedness for an externship is evaluated on the basis of their grades and Clinical Skills Probes. Students who are approved to apply for an externship will receive guidance from the Director of the M.S. Program pertaining to the externship search and application processes. However, it is the sole responsibility of each student to secure an externship placement. Accordingly, if a student is unable to

secure an externship for their second year, or if they are not permitted to apply for an externship at the end of the first semester of study, their program completion time will extend beyond the typical two-year sequence of full-time study.

M.S. Comprehensive Examination

The successful completion of the comprehensive examination process is required prior to graduation.

A written comprehensive exam is given once per year to students who have completed a minimum of 48 hours of coursework, and focuses on the ability to synthesize learning from across the curriculum. Questions are based on clinical cases presented to students and will require students to apply knowledge gained across the curriculum, focusing primarily on clinical issues 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 two areas (clinical psychology and 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 with distinction, pass, or fail, in each area. Failure of any part of the comprehensive examination necessitates retaking that part of the exam. The student must retake that part within the next year.

Curriculum

The M.S. Program in Clinical Psychology requires 65 credit hours and a non-credit course in library, information use, and research. Students must also complete a Clinical Practicum/ Externship and pass a comprehensive examination prior to graduation. In addition to completing all coursework, clinical work, and M.S. comprehensive exam, students must also successfully complete any clinical skill remediation plans (see section Clinical "At-Risk"/ Termination/ Due Process Policy). There are no electives in the program. The typical course sequence for full-time students who plan to complete the program in two years and two

summers would be as follows:

Academic Year I: Fall

PSY 512 Law, Ethics, and Psychology
PSY 516 Basic Interviewing and Clinical Skills
PSY 597 Psychology Overview Seminar I (if required)
PSY 610 Child Psychotherapy
PHT 502 Philosophical and Theological Anthropology
LIB 500 Library, Information Use, and Research

Academic Year I: Spring

PSY 504 Psychological Measurement
PSY 507 Psychopathology
PSY 598 Psychology Overview Seminar II (if required)
PSY 609 Adult Psychotherapy
PHT 614 Practical Reasoning and Moral Character

Academic Year I: Summer

PSY 611 Marital Psychotherapy
PSY 690 Professional Roles and Clinical Competencies in Counseling and Psychotherapy
PSY 820 Group Psychotherapy

Academic Year II: Fall

PSY 500 History and Systems of Psychology
PSY 503 Personality Theories
PSY 608 Cognitive/Behavioral Assessment
PSY 691 M.S. Clinical Practicum/Externship I

Academic Year II: Spring

PSY 648 Diagnosis and Treatment of Substance Abuse Disorders
PSY 692 M.S. Clinical Practicum/Externship II
PSY 827 Cultural, Religious, and Individual Diversity in Clinical Practice
PHT 535 The Catholic Vision of Spiritual Maturity
PHT 635 Theology of Marriage and Family
WRITTEN COMPREHENSIVE EXAMINATION

Academic Year II: Summer

PSY 605 Developmental Psychology
PSY 629 Career Counseling and Development: Theories and Techniques

* Applicants and students should be aware that independent practice in a mental health field is only possible with appropriate licensure credentials, as defined by the individual state boards. Because requirements for licensure

as a master's-level mental health professional vary from state to state, it is the students' sole responsibility to ensure that they meet the specific requirements in their state of choice.



Doctor of Psychology (Psy.D.)

The Psy.D. program consists of 122 semester credit hours of coursework: 101 credit hours of psychology, 12 credit hours of integrative studies in philosophy and theology, and a minimum of 9 credit hours of dissertation research.

Students in the doctoral program must also complete a minimum of 1,500 hours of clinical externship (of which 750 hours occur in the Center for Psychological Services and 750 hours occur in off-site clinical settings), take 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.

This program adopts as its training model a modified version of the Practitioner-Scholar model, which is based upon guidelines developed by the National Council of Schools and Programs of Professional Psychology (NCSSP).

Six core areas of knowledge, skills, and competencies serve as the foundation of the IPS program goals and objectives and are embodied by the curricula:

Goal 1: Foundations in Psychological Sciences and Research.

Graduates will attain foundational psychological sciences knowledge of biological, cognitive, affective, social, and developmental aspects of the human person, as well as history and systems of psychology, psychological measurement, research design, and statistical methods. Graduates will have the skills necessary to conduct their own psychological research;

Goal 2: Integrity in Practice.

Graduates will be knowledgeable in the areas of diversity and ethics, and display critical thinking, self-aware/reflective practice, and self-care. Graduates will demonstrate responsiveness to supervision, collegiality, and professional comportment in professional practice;

Goal 3: Assessment and Diagnosis.

Graduates will be able to: conduct clinical interviewing; perform intake evaluation; demonstrate knowledge in the administration, scoring, and interpretation of psychological

assessment; integrate multiple sources of test data and clinical interview information into a written report; diagnose; and develop a treatment plan;

Goal 4: Therapeutic Intervention.

Graduates will be able to demonstrate case conceptualization, treatment planning, building and maintaining the therapeutic relationship, psychotherapy skills, crisis management of urgent and special circumstances, and discharge planning;

Goal 5: Professional Roles.

Graduates will be able to function in a variety of required roles of professional psychologists to include consultant, educator, supervisor, practice manager and program evaluator. They will be able to work collaboratively within interdisciplinary teams and with clients; and

Goal 6: Clinical Practice from a Catholic Integrative Perspective.

Graduates will have developed a Catholic understanding of human flourishing in the individual person and marriage and family life, and be able to integrate this with the Psychological sciences in clinical practice.

Admission to the Psy.D. Program

Please note the application process is different for current IPS students and external non-IPS applicants. It is important for external applicants to reach out to our Admissions Department well before the October 1st application deadline.

Admission Process: External Applicants to the Psy.D. Program

External applicants applying to the Psy.D. Program must apply to and be enrolled in at least one semester of the M.S. in Clinical Psychology program at the Institute for the Psychological Sciences. Direct application to the Psy.D. program is also accepted from individuals with a master's degree from a regionally-accredited degree program in a mental health discipline; e.g. psychology (clinical, counseling, or school), counseling, clinical social work, marriage & family therapy.

Note: Enrollment in or even graduation from the M.S. Psychology program online does not qualify a student for admission to the Psy.D. program.

For information regarding application to the M.S. in Clinical Psychology Program, please see pages 13 and following.

Because the admission process is focused on the individual, personal interviews will be held with those students meeting the published academic criteria. These interviews must be scheduled through the Office of Admissions, and must be conducted in person. The applicant is responsible for all personal transportation costs associated with these interviews.

- Psy.D. Application deadline (for external applicants): October 1
- Psy.D. interview deadline: December 6
- Psy.D. decision letters mailed: December 18

In considering external applicants to the Psy.D. Program, the Admission Committee considers the following factors: cumulative undergraduate GPA, academic and/or clinical performance in any previous graduate work, GPA in social science courses (undergraduate and graduate), scores on the GRE and TOEFL or IELTS (where applicable), three letters of recommendation, the interview process, personal statements and essays from the applicant, clinical suitability, and commitment to and potential to fulfill the mission of the Institute and the Psy.D. 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 admission process.

The Admission Committee reviews only completed applications for each applicant seeking admission. For an application to be considered complete, each applicant must submit the following to the Office of Admissions:

- Application form with personal statements as instructed on the form
- Three (3) letters of recommendation capable of evaluating the applicant's academic preparedness for graduate work in psychology, philosophy, and theology.
- Official transcripts from all institutions attended, each in an official sealed envelope. (International students must submit a comprehensive course-by-course evaluation from an approved service, www.wes.org or www.ece.org.)
- GRE scores – General Test Score – taken within

the last five years, submitted directly to the Institute from the Educational Testing Service (IPS school code 5639)

- Non-refundable application fee (\$55)
- (For those who do not have English as their first language) Test scores of English as a Foreign Language (TOEFL) or International English Language Test System (IELTS), if applicable, submitted directly to IPS by the testing agency (IPS school code 5639).
- One-page statement of clinical and research interests (Form available from the Office of Admissions).

Applicants holding degrees from outside the United States must arrange to have any international transcript(s) translated and a "Course-by-Course" evaluation completed and sent directly to IPS from an approved evaluation service (i.e., www.wes.org or www.ece.org). Official transcripts must also be sent directly to IPS from the institution(s).

Applicants whose native language is not English must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the past two years. TOEFL scores must be at least 100 on the internet-based TOEFL (iBT), 250 on the computer-based (CBT), and 600 on the paper-based (PBT) version. Academic IELTS scores must fall into the overall band of at least 7.0, with no individual band scores below 6.0. Test results must be sent directly from the testing agency, which only make them available for up to two years from the test date.

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 before the intended deadline(s).

Once all required forms, fees, and documents are received, the Admission Committee will invite all qualified applicants to schedule onsite personal interviews. All arrangements will be made through the Office of Admissions and must take place by the indicated deadline(s).

Applicants to the Psy.D. Program should note that given the Institute's aim to integrate psychology and a Catholic philosophical and

theological understanding of the human person, all students are required to complete four courses in the areas of theology and philosophy in order to graduate. Students who apply should be prepared to undertake rigorous graduate level studies in philosophy and theology in areas relevant to psychology.

Admission Process: Current IPS Student Applicants to the Psy.D. Program

Current M.S. clinical students are informed about the Psy.D. program during their orientation to the M.S. clinical program, and also through a Psy.D. application meeting midway through the fall semester. Students are eligible to apply to the Psy.D. program after being enrolled full-time for at least one semester in the M.S. Clinical program. Application materials are distributed by the director of the Psy.D. program and the Office of Enrollment Services.

The criteria for M.S. Clinical students applying to the Psy.D. program are: IPS cumulative GPA, GRE scores, clinical performance at IPS as measured by clinical rating scales courses, a work sample, and lack of being on an clinical remediation plan, interview, and personal statements. Because the admission process is focused on the individual, personal interviews will be arranged with all applicants meeting the published academic criteria. These interviews are typically scheduled in November, and must be conducted in person.

Successful applicants are admitted at the end of the Fall semester and are eligible for taking courses in the Psy.D. curriculum beginning in the Spring semester. However, enrollment in the Psy.D. program begins the fall semester of the next academic year. Once enrolled in the Psy.D. program, students are no longer enrolled in the M.S. clinical program.

Note: Psy.D. students can qualify for the M.S. Clinical degree, once they meet all M.S. Clinical degree requirements, including: 65 credit hours as outlined in the M.S. Clinical Program curriculum, with a cumulative GPA of 3.0; a non-credit course in library, information use, and research; the satisfactory completion of the M.S. Clinical Externship, with a minimum of 600 of supervised clinical practice; the satisfactory completion of the M.S. Comprehensive Examination; and satisfactory demonstration of clinical skills as evidenced by successful

Clinical Skill Probes. M.S. Clinical students admitted to the Psy.D. Program are permitted to substitute up to 16 credit hours of doctoral-level coursework in order to meet the aforementioned degree requirements of the M.S. Clinical Program.

Statement of Non-Discrimination

The Institute admits to its programs qualified students of any age, race, gender, color, nationality or ethnic origin. 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 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 training.

International Students

See page 41.

Psy.D. Degree Requirements

The Doctor of Psychology (Psy.D.) Program in Clinical Psychology consists of 122 credit hours of coursework and a non-credit course in library information use and research. The Psy.D. curriculum consists of 101 credit hours in psychology, 12 semester credit hours of integrative studies in philosophy and theology, and a minimum of 9 credit hours of dissertation research. Students must also complete a minimum of 1,250 hours of clinical externship (of which 750 hours occur in the Center for Psychological Services and 750 hours occur in off-site clinical settings), take 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.

Time to Psy.D. Degree

All students admitted to the Psy.D. Program must complete all degree requirements within seven

academic years from the date of admission to the Psy.D. program, with an academic year comprising a fall semester, spring semester, and summer semester. Doctoral students must remain continuously enrolled until they have completed all program requirements, including the dissertation and pre-doctoral internship. Those students who have completed all required coursework, including the dissertation, but are not yet enrolled in a pre-doctoral internship must follow the normal registration process each applicable semester and pay the Psy.D. Continuous Enrollment Fee to fulfill the continuous enrollment requirement. These students' enrollment status is considered part-time.

Residency

Students enrolled in the Psy.D. Program are expected to be in residence throughout the entire course of the academic program (all years prior to the pre-doctoral internship). Students must maintain full-time status at IPS for at least three of the four years of academic training. In rare cases where significant extenuating circumstances are present, students may petition the Academic Dean to enroll part-time during academic training. However, this period must not exceed one academic year.

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 1,500 hours of clinical externship (of which 750 hours occur in the IPS training clinic - IPS Center for Psychological Services - and 750 hours occur in off-site clinical settings). At the IPS Center, supervision will be provided by on-site supervisors, who will provide regular feedback to the student regarding their progress. After the first semester in the IPS training clinic, 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. (See "At-Risk"/Termination/Due Process Policy.)

Clinical Comprehensive Exam Process

The evaluation of a student's clinical competency is an ongoing process. During the first and second years of training, clinical experiences occur in courses via in-class demonstrations and practice opportunities with volunteers from the greater Washington, D.C. community. In the third and fourth years, practicum experiences and accompanying practicum courses provide students, under supervision, with increased responsibility for assessment and treatment with actual clients. Clinical training is culminated during the pre-doctoral 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 evaluation, it is required that the student demonstrate basic clinical and diagnostic skills by successfully completing the clinical comprehensive exam process prior to applying for a pre-doctoral internship placement.

The Psy.D. clinical comprehensive exam process includes three components: Clinical Competency Probes; a Written Comprehensive Examination; and a Formal Case Presentation.

Clinical Competency Probes are ratings that are given by course instructors based on performance in various clinical courses in which students are expected to demonstrate specifically-defined areas of expertise (e.g. assessment skills, therapy skills, or ethical reasoning). Such clinical probes occur throughout the curriculum, during basic and advanced coursework centering on clinical skills.

The Written Comprehensive Examination covers areas such as basic science of psychology, ethics, theology and philosophy as applied to psychology, and basic clinical knowledge. The Written Comprehensive Examination is taken as part of the student's obtaining the M.S. degree from IPS and serves to qualify the student for Psy.D. Candidacy status within the Psy.D. Program.

The Formal Case Presentation requires the student to demonstrate the ability to integrate knowledge through a written document as well as through presenting a clinical case before an examining panel that consists of faculty members. 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. Members of the examining panel will review a written report submitted by the student prior to the formal case presentation, and the student will orally defend their work during this meeting. Students will be rated by the examining panel on several parameters consistent with the Practitioner-Scholar Training Model and the Psy.D. program objectives, including: diagnostic and assessment skills, case conceptualization, treatment planning and execution, ethical considerations, diversity issues, conceptualization and application of an integrated Catholic understanding of the person, and presentation skills.

Passing of the written comprehensive examination serves as a formal criteria for admission to Psy.D. Candidacy. Students may not attempt the formal case presentation component of the comprehensive examination process until they are admitted to Candidacy within the Psy.D. Program. Furthermore, completion of both the written comprehensive examination and formal case presentation components of the comprehensive exam process must be completed prior to a student's application for the pre-doctoral internship.

Doctoral Dissertation

A doctoral dissertation must be completed and successfully defended. This requires a minimum of six nine credit hours taken consecutively over two three years. 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 Dissertation Chair and a dissertation committee.

Psy.D. students must begin enrollment for dissertation credit in the semester following the completion of PSY 832: Integrative Dissertation Seminar, taken during the spring semester of their second first year of the Psy.D. curriculum. Once students have their Dissertation Chair appointed, they must be continuously enrolled and registered for PSY 899 until all

dissertation requirements are completed, or will be considered withdrawn from the program. Students must have their dissertation proposal approved by their dissertation 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 dissertation committee.

Pre-Doctoral Internship

Students in the Psy.D. 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" /Termination/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 for the pre-doctoral internship, all such plans must be successfully completed prior to beginning the internship.

Demonstration of Competencies Related to Psy.D. Program Goals and Objectives

In order to graduate, students enrolled in the Psy.D. program are required to demonstrate proficiency in a wide variety of competencies related to the Psy.D. program's goals and objectives. These competencies are assessed throughout all years of the program and generally fall under three classifications: 1) knowledge and application of the foundational scientific content areas of psychology, 2) clinical knowledge, attitudes and skills, and 3) knowledge and application of a Catholic understanding of the person in clinical work. A wide variety of methodologies for assessing student competencies are utilized including: clinical rating scales in clinical courses, evaluation of course related assignments, evaluations from practica and internship supervisors, the Psy.D. comprehensive exam, and ratings made through the dissertation process. All of these formal assessments of competencies utilize a 5-point rating scale and all require a rating of a minimum of "3" or "functional proficiency" in order to be

passed. In general, if a student receives a rating below “3” on any given competency probe, they must remediate the competency deficiency and ultimately successfully obtain the required rating of “3” which is assessed through an additional work sample requirement specific to each competency.

Course grades are one of the main methodologies used to assess student knowledge of the foundational scientific content areas of psychology and to assess their knowledge of a Catholic understanding of the person. To demonstrate competency of their knowledge of the foundational scientific content areas of psychology, students must obtain a course grade of “B” or better in each of the following courses:

- PSY 500 History and Systems of Psychology
- PSY 503 Personality Theories
- PSY 504 Psychological Measurement
- PSY 507 Psychopathology
- PSY 512 Law, Ethics, and Psychology
- PSY 605 Developmental Psychology
- PSY 718 Research Design for the Psychological Sciences
- PSY 729 Advanced Statistical Methods
- PSY 736 Advanced Child Psychopathology
- PSY 822 Biological Bases of Behavior
- PSY 825 Social Psychology
- PSY 827 Cultural, Religious, and Individual Diversity in Clinical Practice

To demonstrate competency in their knowledge of a Catholic understanding of the person, students must obtain a course grade of “B” or better in each of the following courses:

- PHT 502 Philosophical and Theological Anthropology
- PHT 614 Practical Reasoning and Moral Character
- PHT 635 Theology of Marriage and Family

In the event that a student receives a final grade lower than a B in one of these courses, the student will be allowed one opportunity to remediate this competency deficit through individual study followed by successfully passing an alternate version of the final exam for the course which will be comprehensive in nature. This alternate final exam must be administered within 30 days following the date grades are reported to the Registrar and the student must obtain a grade of “B” or better on this alternative final exam in order for the specific competency to be passed. If the student does not obtain a “B” or

better on the alternate version of the final, the student will be required to retake the course in question and obtain a grade of B in order to demonstrate competency. It should be noted that this remediation process is only applicable for the courses noted above and in the case in which a grade higher than a C- is obtained. It does not replace the existing policy that any course for which a C- or below is obtained must be repeated. In addition, the grade from the alternative version of the final exam can only be used to document competency and will not result in any change of the grade originally assigned by the instructor.

Graduation Requirements

In order to qualify for graduation, all coursework and curriculum requirements must be completed and all degree requirements met within the degree time-limit and by the official graduation date. It is the responsibility of each student to successfully fulfill all of their degree requirements, as detailed in each respective program section of the catalog published at the time of their enrollment in the degree which they seek.

In addition to the academic requirements, it is necessary for students to be cleared of all library obligations and to present a satisfactory clearance of financial accounts prior to graduation. Students who have not made satisfactory financial arrangements will not have access to any student services, including transcripts, diploma verifications, transfer credits, or enrollment in courses or for another program.

The Institute confers degrees upon the recommendation of the faculty and by the authority of the Board of Directors, three times a year: August, December, and May. Students whose degrees are conferred in August or December are encouraged to participate in the following annual May Commencement. Degree conferral and Commencement dates are posted in the Academic Calendar. The Graduation Fee covers all aspects of the degree completion process and will be applied to all student accounts of degree candidates, regardless of participation in the Commencement ceremony.

Students who are eligible for graduation (degree candidates) must submit an Application to

Graduate form to the Registrar at the time of registration for their final semester to obtain a final degree audit and receive the approval of their respective program director. Materials related to the Commencement exercises, including orders of invitations and regalia, will be distributed approximately 90 days prior to the degree conferral date.

Participation in the Commencement ceremony is allowed only if all coursework and degree requirements have been completed prior to the event. However, because of the unique schedule of some internship and practicum/externship experiences, students who have completed all other degree requirements prior to the Commencement, except for outstanding internship or practicum/externship hours (which can be reasonably completed in the summer), may be eligible to walk at the Commencement with the approval of the Program Director and Registrar. This special participation does not signify degree conferral. Once all degree requirements have been completed with the successful conclusion of the internship or externship, degree conferral will occur in August.

Psy.D. Curriculum

The Psy.D. Degree requirements are designed to be completed in five years of full-time study, four years of academic coursework on-campus, and one year in a pre-doctoral internship site. Students are expected to enroll on a full-time basis throughout the completion of academic coursework. In rare cases where significant, extenuating circumstances are present, students may petition the Academic Dean for an exemption to enroll part-time; however, this exemption period must not exceed one academic year.

Students normally enroll in 14-17 credit hours in the fall and spring semesters and 6-7 credit hours in the summer sessions. A typical course sequence for the completion of the program by students enrolled full-time is as follows:

Academic Year I: Fall

PSY 512 Law, Ethics, and Psychology
PSY 516 Basic Interviewing and Clinical Skills
PSY 610 Child Psychotherapy
PHT 502 Philosophical and Theological Anthropology
LIB 500 Library: Information Use and Research

Academic Year I: Spring

PSY 504 Psychological Measurement
PSY 507 Psychopathology
PSY 609 Adult Psychotherapy
PSY 827 Cultural, Religious, and Individual Diversity in Clinical Practice
PSY 832 Integrative Dissertation Seminar
PHT 614 Practical Reasoning and Moral Character

Academic Year I: Summer

PSY 605 Developmental Psychology
PSY 721 Cognition & Emotion
PSY 899 Dissertation

Academic Year II: Fall

PSY 503 Personality Theories
PSY 500 History and Systems of Psychology
PSY 608 Cognitive/Behavioral Assessment
PSY 718 Research Design for the Psychological Sciences
PSY 822 Biological Bases of Behavior
PSY 681 Psy.D. Pre-Practicum I
PSY 899 Dissertation

Academic Year II: Spring

PSY 611 Marital Psychotherapy
PSY 613 Personality Assessment
PSY 682 Psy.D. Pre-Practicum II
PSY 729 Advanced Statistical Methods
PHT 635 Theology of Marriage and Family
PSY 899 Dissertation

Academic Year II: Summer

PSY 736 Advanced Child Psychopathology
PSY 825 Social Psychology
PSY 899 Dissertation

Academic Year III: Fall

PSY 701 Foundational Clinical Practicum/Externship I
PSY 724 Advanced Adult Psychotherapy
PSY 734 Advanced Child, Marital, and Family Therapy I
PSY 899 Dissertation
ELECTIVE

Academic Year III: Spring

PSY 702 Foundational Clinical Practicum/Externship II
PSY 836 Advanced Personality Assessment
PSY 899 Dissertation
ELECTIVE

Academic Year III: Summer

PSY 703 Foundational Clinical Practicum/Externship III
PSY 760 Professional Roles and Issues
PSY 899 Dissertation
ELECTIVE

Academic Year IV: Fall

PSY 801 Advanced Clinical Practicum/Externship
PSY 820 Group Psychotherapy
PSY 830 The Psychologist as Consultant,
Supervisor, and Educator
PSY 899 Dissertation

Academic Year IV: Spring

PSY 802 Advanced Clinical Practicum/Externship II
PSY 899 Dissertation
PHT 535 The Catholic Vision of Spiritual Maturity
ELECTIVE

Academic Year V: Fall

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

Academic Year V: Spring

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

Academic Year V: Summer

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

Other Admissions Policies

Listed below are policies that pertain to both the M.S. in Clinical Psychology Program and the Psy.D. Program.

Criteria for Transfer of Credit

Graduate credits are transferable from regionally accredited institutions. Courses considered for transfer must have been completed within a period of six years prior to acceptance into the Institute's programs. Exceptions to this time limit 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 as part of a degree program are not acceptable for transfer credit to the Institute. No graduate credit can be awarded for undergraduate-level courses.

Students admitted to the M.S. Program in Clinical Psychology may transfer a maximum of nine credit hours. Students admitted to the Psy.D. Program may petition for the transfer of a maximum of 18 credit hours. All transfer courses must have been earned at a graduate-level program in a regionally accredited college or university.

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 B (3.0) or better is obtained will be considered for transfer.

Applicants should note that given the unique mission of the Institute, certain courses completed at other academic institutions may differ significantly in content, although 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 535 The Catholic Vision of Spiritual Maturity
PHT 614 Practical Reasoning and Moral Character
PHT 635 Theology of Marriage and Family
PSY 512 Law, Ethics, and Psychology
PSY 516 Basic Interviewing and Clinical Skills
PSY 609 Adult Psychotherapy
PSY 610 Child Psychotherapy
PSY 611 Marital Psychotherapy
PSY 724 Advanced Adult Psychotherapy
PSY 734 Advanced Child, Marriage, and Family Therapy I
PSY 736 Child Psychopathology
PSY 836 Advanced Personality Assessment

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 Office of Enrollment Services) to the Program Director prior to the end of the second semester in which they are enrolled in their degree program. This request will be reviewed by the Department Chair who will notify the student of the decision regarding the request.

Course-for-Credit or Audit

Any student enrolled in an IPS program may choose to audit a course during registration for a semester, with the approval of their academic advisor and subject to the enrollment limitations listed below. Audit tuition is approximately one-half of the current regular tuition.

A limited selection of master's-level courses may be taken on a course-for-credit or audit basis by non-degree seeking students holding an appropriate baccalaureate degree. Any non-degree person wishing to apply to

register on a course-for-credit or audit basis must submit a completed application, official undergraduate and graduate (if applicable) transcript(s), and the required application fee (\$35). Personal statements, GRE scores, letters of recommendation and interviews are not required. The application is reviewed and approved by the Department Chair and registration will be subject to the enrollment limitations that follow.

Only the following courses are eligible to be taken by non-degree students (unless special permission is received from the Department Chair and Academic Dean): PHT 502, PHT 535, PHT 614, PHT 635, PSY 500, PSY 503, PSY 504, PSY 605. Students receiving permission to register course-for-credit or audit are not admitted nor guaranteed admission to a program. Enrollment is subject to limitations of class size, with priority given to degree candidates and students enrolled for credit, any special requirements for auditing a particular class, the exclusion of auditors or non-degree students from a particular class or a given type of class, and prerequisites.

For students taking a course-for-credit or audit, attendance is required (see "Class Attendance"). Auditing students will not be obliged to complete any of the class requirements. No academic credit is awarded for auditing a course.

A student currently taking a course on an audit basis may petition through the Office of Enrollment Services to switch to a "course-for-credit" basis. Such petition must be presented to and approved prior to the commencement of the third scheduled week of classes. Students who have previously audited a class for which they later wish to receive credit may later enroll in the same course, for credit, by registering and paying the regular tuition. 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.

Enrollment Status

Students attending the Institute enroll in one of four enrollment status categories:

Full-Time Status

Full-time students must be admitted to the M.S. in Clinical Psychology, M.S. in General Psychology, or Psy.D. Program. A student in either M.S. Program is considered full-time if a minimum of nine credit hours of coursework is taken per semester. A Psy.D. Program student is considered full-time if the student is: a) enrolled in a minimum of nine credit hours per semester; b) enrolled in a minimum of six 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 Status

The Psy..D. Program is a full-time program. Although it is recommended that students admitted to the M.S. Program in Clinical Psychology enroll full-time, approval for part-time status is considered on a case-by-case basis. Students approved by the Academic Dean to register for the Psy..D. Continuous Enrollment will be enrolled on a part-time status. A student in the M.S. Program is considered part-time if enrolled for eight or fewer credit hours per semester.

Students should be aware that courses at IPS are offered once each academic year and often have pre-requisites. Part-time attendance and/or taking classes outside the established sequence could postpone eligibility for externship as well as graduation. There is a five-year limit to complete either the Master's Program in Clinical Psychology and there is a seven-year limit to complete the Doctor of Psychology Program.

Enrollment Status Changes

Full-time to Part-time

If a reduced course load changes a student's enrollment status from full-time to part-time, it is the student's responsibility to recognize the possible consequences (i.e. potential reduction of financial aid awards, SEVIS status, degree completion time, etc.) and take necessary action with the corresponding office (Financial Aid, International Student Coordinator, Registrar,

Academic Advisor, etc.).

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 and must petition the Academic Dean in writing. Generally, a leave of absence is granted for good cause, and for a minimum of one academic semester, and limited to one academic 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 of absence 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 will be considered withdrawn, must apply for re-admission to the degree program, 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 toward 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.

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 Office, complete the Institute's withdrawal procedure with the Office of Enrollment Services, and obtain written notification of withdrawal from the Academic Dean 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 grade of 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. In instances where the Institute's withdrawal procedure is not completed, students will be responsible for the full payment of their accounts.

A student who withdraws from the Institute and wishes to continue coursework at the Institute must re-apply for admission following all applicable procedures required and pay the appropriate re-application fees.

Life Experiences and Course Exemptions

IPS does not permit course exemptions for life experiences.

Deferral of Enrollment

Admission is granted only for the semester to which the applicant applies. Deferral of enrollment does not guarantee deferral of financial aid package. Those failing to register for the semester for which they have received acceptance can request that their application remain active for up to two years from the year for which they originally applied, provided:

- 1) the applicant understands that admission to a future semester is not guaranteed and their application will be re-considered with the pool of applicants for the year they choose to apply;
- 2) the request to maintain an active application file must be received in writing by the Office of Admissions prior to August 15 of the year for which they were offered enrollment;
- 3) the applicant confirms to the Office of Admissions his or her desire to be re-considered for admission prior to January 1 of the year for which they would like to enroll. This confirmation comprises updated materials for

their file to reflect their work or study since the time of their original application, including:

- a. Personal Statement "A" explaining how their current goals coincide with study at IPS;
- b. official transcripts reflecting any academic work completed since the original submission;
- c. at least one letter of recommendation from a professor or employer which reflects the applicant's accomplishments or abilities;
- d. test scores (GRE, and TOEFL or IELTS, if applicable). Students must re-take tests if test scores have expired prior to enrollment
- e. admission or degree requirements adopted since original application may be required as well;
- f. application fee of \$55; and,

4) interviews may or may not be required at the discretion of the Admission Committee.

Re-Application for Admission of Previously-Enrolled Students

Students who have withdrawn from the Institute in good standing may re-apply for admission. If their re-application is within three years of their withdrawal, they are not required to re-submit official transcripts from their education prior to IPS but should be prepared to submit the following:

- 1) revised application form, including updated contact information;
- 2) revised Personal Statement "A," stating the reasons for their desire to return to complete their studies at IPS;
- 3) official transcripts reflecting any academic work completed during the time they have been away from IPS;
- 4) at least one letter of recommendation from a professor or employer which reflects the applicant's accomplishments or abilities in the time they have been away from IPS; and,
- 5) application fee of \$55.

The student will be required to adhere to the admission and degree requirements adopted since original matriculation or to special requirements imposed as a condition of re-admission, such as repetition of certain

examinations or courses.

If it has been more than three years since the student's withdrawal they must re-submit all application materials as required by the Office of Admissions.

Students who have financial obligations to the Institute are ineligible until these obligations are satisfied.

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 and summer semester registration for returning students takes place in November of each year. New student registration opens in June. Any student registering for courses outside of the published registration period 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 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.

Course Changes (Add/Drop)

Students are permitted to add or drop courses without incurring an academic record of the course throughout the published registration period and during the published Add/Drop Period, with the approval of their academic advisor and Registrar. Course changes made after the published Add/Drop period will be recorded in the student's academic record (as described in the following paragraph) and require the approval of the instructor, academic advisor, and Registrar's Office. Course changes other than as described above, require the signature of the instructor, academic advisor, and Registrar's Office. Classes meeting in an intensive format or on a shortened semester calendar (eg. summer

session) follow adjusted add/drop and refund schedules. All registration changes are subject to the Registration Change Fee (Add/Drop Fee) and the Refund Policy stated below, and also in the Academic Catalog.

A student who follows the published course change procedures may drop or withdraw from courses after the published Add/Drop Period and prior to the published "Last Day to Withdraw and Receive a "W" (generally the seventh week of classes in the academic semester) and receive a Final Grade of Withdrawal (W). After the published "Last Date to Withdraw and Receive a "W" each academic semester, a student who withdraws from a course will be assigned a Final Grade of either 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.

Academic Policies

Academic Integrity

The Institute 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. These 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 grievance process administered through the Office of the Vice President of Academic and Student Affairs.

Academic Freedom

Besides the teaching, research, and service common to all institutes of higher education, the Institute for the Psychological Sciences, as a Catholic institution, brings to the educational endeavor the inspiration and light of the Christian faith. Catholic insights, ideals and truths inform its scholarly and pedagogical activities in accordance with the proper nature and autonomy of these activities. Each faculty member is guaranteed academic freedom in this regard to pursue his or her respective discipline in accordance with the principles and proper methods of each discipline, and insofar as it is consistent with the common good of the

Institute and its mission, and the normative teaching of the Roman Catholic Church.

Academic Advising and Mentoring

IPS strives to build an academic community that supports personal and scholarly development. Academic, personal, and scholarly advising and mentorship by both faculty and staff occur at various levels within the educational process at IPS. Academic advising, relative to curriculum, is conducted by the respective directors of the various academic programs (i.e., director of the Psy.D. Program or director of the M.S. Programs). Mentorship is an on-going process and occurs through formal and informal interactions with faculty, staff, and peers, who strive to provide a nurturing and supportive educational experience.

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 office hours per week for each course taught. 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 Policies

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. However, any course in which a student receives a grade below C must be re-taken. On official transcripts, grade points will be reflected as follows:

Grade	Grade Points
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 Earned)	None
INC (Incomplete)	None
IP (In Process)	None
W (Withdrawal)	None
WP (Withdrawal Passing)	None
WF (Withdrawal Failing)	None

Incomplete

When a student has been assigned an Incomplete the student must complete all outstanding course requirements within three 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 subsequent semester risk loss of financial aid for that semester. Carrying an Incomplete course grade reduces the student's overall grade point average and lowers his/her credit hours attempted-to-completed ratio – either or both of which factors can create a failure to meet the financial aid requirements for Satisfactory Academic Progress.

Academic Good 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. The status of

the student will be reviewed at the end of each semester by the Registrar who will refer students not meeting the required 3.0 GPA average to the Academic Dean and the respective director of the student's program, which may lead to the development of a plan for remediation.

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 affected by this policy may request exceptions to the 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 appropriate program director and Department Chair prior to granting any exceptions. The student will be advised in writing of the Academic Dean's decision, which will be final.

Clinical Skills Ratings

For courses that involve learning and demonstration of clinical skills, students will receive ratings on attainment of specific aspects of clinical practice and skills. The clinical skills ratings are provided in addition to regular course grades. An example of the rating form is available in the Clinical Training Handbook.

The clinical courses at the master's level include 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.

Clinical "At-Risk"/Termination/Due Process

Graduation with a degree in clinical psychology requires more than adequate grades and scholarly ability. Students must reach adequate levels of competency in psychological assessment and psychotherapy, and possess the ability to exercise good clinical judgment, ethical reasoning, respect for diversity 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 any 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, and the 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. In cases where skill deficiencies are noted by the instructor of a clinical course, the remediation plan developed may include the requirement that the student retake the course even if their overall grade was above a C-.

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, 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 Academic Dean will consider the appeal and render his/her decision within 30 days of receipt of the student’s request for appeal. The Academic Dean’s decision will be final.

Professional Competence and Evaluation Policy

IPS embraces the model training policy statement adopted by the Council of Chairs of Training Councils (CCTC) of the American Psychological Association (APA) and holds that:

It is important for students and trainees to understand and appreciate that academic competence is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning

(e.g., cognitive, emotional, psychological, interpersonal, technical and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order to appraise the entire range of academic performance, development and functioning of their student-trainees (Adapted from CCTC/APA, 2004).

Thus, as trainees in a profession such as psychology with high requirements of personal integrity, IPS students are evaluated by members of the learning community on standards in addition to high performance in the classroom. IPS instructors will look for professional performance, interpersonal and professional competence, active commitment to communicating professionally with others at the Institute and in the workplace, recognition of limitations and training needs, and ability to accept constructive criticism and to resolve conflict in various forms. Students’ professional performance, functioning, and development may be evaluated in all settings.

Concerns regarding a student’s professional comportment should be directed to the Vice President of Academic and Student Affairs. Students will be alerted to concerns about professional performance or changes in the Institute’s policy and will receive advisement as deemed necessary.

Examinations

Final examinations are scheduled during regular class hours of the final week 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.

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, 6th Edition (2009), 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:

www.apastyle.org

www.wooster.edu/psychology/apa-crib.html

Class Attendance

All students, whether full-time, part-time or

auditing, are required to attend all scheduled classes. Full-time and part-time students are required to complete all examinations and other requirements. Penalties may be imposed for a student who misses a class, unless the absence is due to serious and extenuating circumstances, and the student notifies the instructor in a timely manner.

Students who miss more than two classes for any cause in a semester are automatically dropped from the class. Students may appeal for an exception to this policy with the program director. The exception shall be jointly granted by the instructor and the program director. If the appeal is granted, the student may still be subject to penalties and must develop a make-up plan acceptable to the instructor.

Class Cancellations/Emergency Closing

In the event of weather-related or other emergencies, students will be informed in the most expedient manner possible. When feasible, instructions will be provided to students via postings on bulletin-boards, in student mailboxes, and/or announcements made in class. Updates will also be sent using the IPSciences.edu email system, and will be available on the Institute's telephone recording, 703-416-1441, ext. 456. The Institute also lists closings on www.wtop.com under "closings/delays." Every effort will be made to post the announcement of class cancellations or an emergency closing on the Institute's telephone recording by 7:00 a.m. on each day impacted by such emergencies.

Internet Use in the Classroom

While the internet is a valuable source of information that can facilitate the learning process, the faculty have found that in the classroom setting it is often a distraction to the important interpersonal activity and learning opportunities that occur there. Therefore, unless otherwise permitted in special cases by the instructor, students in the classroom during an active class session are not permitted to connect to the internet.

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 the course evaluation results until after final grades are submitted.

Disability Support

In compliance with the Americans with Disabilities Act (ADA) the Institute is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Enrollment Services Office at the beginning of the first semester. Once documentation is complete, the student should inform the instructor directly during the first week of classes about accommodations made for particular class/classes.

Graduation Requirements

In order to qualify for graduation, all coursework and curriculum requirements must be completed and all degree requirements met within the degree time-limit and by the official graduation date. It is the responsibility of each student to successfully fulfill all of their degree requirements, as detailed in each respective program section of the catalog published at the time of their enrollment in the degree which they seek.

In addition to the academic requirements, it is necessary for students to be cleared of all library obligations and to present a satisfactory clearance of financial accounts prior to graduation. Students who have not made satisfactory financial arrangements will not have access to any student services, including transcripts, diploma verifications, transfer credits, or enrollment in courses or for another program.

The Institute confers degrees upon the recommendation of the faculty and by the authority of the Board of Directors, three times a year: August, December, and May. Students whose degrees are conferred in August or December are encouraged to participate in the following annual May Commencement. Degree

conferral and Commencement dates are posted in the Academic Calendar. The Graduation Fee covers all aspects of the degree completion process and will be applied to all student accounts of degree candidates, regardless of participation in the Commencement ceremony.

Students who are eligible for graduation (degree candidates) must submit an Application to Graduate form to the Registrar at the time of registration for their final semester to obtain a final degree audit and receive the approval of their respective program director. Materials related to the Commencement exercises, including orders of invitations and regalia, will be distributed approximately 90 days prior to the degree conferral date.

Participation in the Commencement ceremony is allowed only if all coursework and degree requirements have been completed prior to the event. However, because of the unique schedule of some internship and practicum/externship experiences, students who have completed all other degree requirements prior to the Commencement, except for outstanding internship or practicum/externship hours (which can be reasonably completed in the summer), may be eligible to walk at the Commencement with the approval of the Program Director and Registrar. This special participation does not signify degree conferral. Once all degree requirements have been completed with the successful conclusion of the internship or externship, degree conferral will occur in August.

Student Records

The Institute maintains student records necessary for the educational guidance and/or welfare of students, for the 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. The Institute disseminates student information in accordance with applicable state and federal laws and the Institute's own established procedures. IPS follows FERPA (The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99), which protects the privacy of student education records.

Permanent Academic Record Dispute Process

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 Office of Enrollment Services. 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 his/her 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 from the end of the semester unless authorized by the Academic Dean. However, request for a grade change that will affect eligibility for graduation or academic honors or dismissal from the Institute must be made prior to these events respectively.

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. (See Clinical "At-Risk"/ Termination/Due Process Policy).

Transcripts

Official and unofficial academic transcripts are issued by the Office of Enrollment Services to the student or directly to their designated third party. With a completed and signed Transcript Request Form (available in the Office of Enrollment Services or on the IPS Website), students may request a hard copy of their academic transcript. Academic transcripts cannot be transmitted electronically.

Student Code of Conduct

The IPS Student Code of Conduct embraces the model training policy statement adopted by the Council of Chairs of Training Councils (CCTC) of the American Psychological Association (APA) and holds that:

It is important for students and trainees to understand and appreciate that academic competence is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars,

scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g. cognitive, emotional, psychological, interpersonal, technical and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order to appraise the entire range of academic performance, development and functioning of their student-trainees (Adapted from CCTC/APA, 2004).

For specific offenses please see the Student Code of Conduct distributed to students each fall semester. Students are required to sign that they have received and read the Code of Conduct.

Student Grievance Due Process Policy

Due Process

It is the policy of the Institute to utilize due process in handling student grievances. It is also the policy of the Institute to utilize due process in disciplinary actions taken against students. See due process policies below.

In a Christian academic environment, every effort should be made to sustain a relationship of charity and cooperation between all members of the community. Occasionally, however, a student may have a grievance with a member of the faculty, staff, or fellow student/peer. The student with the grievance should endeavor first to meet with the other party to discuss the difficulty in an attempt to resolve the issue. If the student does not feel at ease approaching the individual, or is not satisfied with the results of such a meeting, he or she should consult the Vice President of Academic and Student Affairs who will provide guidance as to what additional steps, if any, should be taken. If resolution is not reached at this informal level, the student may then wish to file a formal grievance. At any point in the process described herein, the student filing a grievance will always have the option to withdraw the grievance. The Institute has established the following Grievance Resolution Procedure for students to use for all aspects of their experience with academic, student, and other support services of the Institute.

Confidentiality

In the grievance 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 grievance 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 grievance 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.

Resolution Procedures for Student Grievance with Faculty Member or Student/Peer

Student grievances directed to a member(s) of the faculty or student body (referred to herein as "the respondent") will be handled as follows:

- 1) Filing a Grievance: The complainant shall file a written grievance with the Academic Dean. The complainant shall record with specificity the circumstances of his/her grievance.
- 2) Fact-Finding Committee: The Academic Dean will appoint a Fact-Finding Committee consisting of three faculty members. A Chair 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 grievance has been filed, as well as a copy of the grievance. The respondent may file a written response with the Fact-Finding Committee Chair. 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 grievance, 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 individually to present witnesses or concerned parties in conformity to the evidence presented; and,
 - c) the committee will interview witnesses and concerned parties individually and in conformity

with privacy requirements, as it deems necessary.

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

- a) a statement of the issues under review;
- b) the positions of the parties;
- c) a finding of the results of the investigation;
- d) conclusion as to whether there is probable cause to believe that the grievance is valid; and,
- e) recommendations for action(s) to be taken.

The total time period for the investigation, from the filing of a written grievance to submission of the Fact-Finding Report to the Academic Dean shall not exceed ninety (90) calendar days.

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

Disposition of the Grievance 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 Chair 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 grievance 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. The decision may be appealed in writing by either the complainant or

the respondent to the President of the Institute; the appeal must be made no later than fifteen (15) working days from the date of the Academic Dean's notification of the decision.

Student Grievance Resolution Procedures Involving Staff

The same procedures as described for student grievances directed to faculty will be followed in the case of a student grievance directed to a staff member, with the following two exceptions:

- a) the Vice President for Finance and Administration will serve in place of the Academic Dean; and,
- b) the Fact-Finding Committee will be appointed from either staff or faculty of the Institute.

Retaliation Prohibited

The Institute strictly prohibits retaliation against a member of the Institute community who files a grievance, against whom a grievance is filed, or who otherwise is a participant in the grievance 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.

Harassment-Free Environment

It is the policy of the Institute for the Psychological Sciences 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 Academic Dean.

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.

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, which may be found in the Student Handbook. 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 or contradicts the mission of the school, may be subject to disciplinary action. Non-students or non-employees of the Institute shall not distribute materials on IPS grounds.

Student Publications

Student publications produced as part of the IPS 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 Vision and the Mission of the Institute.

Notification of Policy Changes to Students

As policies evolve, students will be informed by the Vice President of Academic and Student Affairs who will disseminate these policies to the students through the Student Life and Concerns Committee (SLCC). The SLCC will then distribute the policy/ies to the student body and request feedback. This feedback will then be conveyed to the Vice President of Academic and Student Affairs who will then consult with the faculty about any student concerns.



Academic Resources

The Mary S. Thelen Library

The Mary S. Thelen Library (or the IPS Thelen Library) is dedicated to supporting the study, learning, teaching, research, and training needs of IPS students, faculty, and staff.

Established in 1999, the Library's mission focuses on continually growing its collections and resources to become an academic research library for materials on or related to integrating clinical psychology and Catholic/Christian theology. The Library, named in memory of Mrs. Mary S. Thelen, will grow to include more items, within its seven major collections:

- Circulating Collection
- Reference Collection (print and electronic reference materials)
- Reserves Collection
- Serials Collection (print and electronic journals)
- Psychological Test Collection
- Media Collection
- Archives & Special Collections

In addition, the Library provides access to full text electronic and online databases in the psychological, social and behavioral sciences, theology, and philosophy; computer workstations; audio/video equipment; and independent learning resources. IPS will continually make significant expansion of these resources and associated services in the upcoming academic years.

In addition to increasing the collections in the core area of clinical psychology, each year using the ongoing three-year Special Collections acquisitions cycle, there is a focus on acquiring materials related to the 'three pillars' of the IPS curriculum – Integration (of clinical psychology and Catholic/Christian Theology), Theology and Philosophy.

The IPS Thelen Library also enhances available resources by facilitating access to the collections of other libraries through cooperative agreements with the libraries of two academic institutions in the Metropolitan Washington area, and participation in various resource sharing activities with other libraries through soliNet, 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, on the IPS website or by calling the Library at (703) 416-1680.

Computer Lab

The computer lab is located in the library and has four computer stations.

IPS Center for Psychological Services

The institution's training clinic is where students engage in their first practicum experiences. It includes six clinical offices, a waiting room, student work office, record room, and bathroom facilities. Cameras are used to record student-patient clinical sessions. The recordings are securely stored and available for the student and clinical supervisor to review the student's performance.

Writing Resource Service

A free, student-run program offered on campus, the IPS Writing Resource Service (WRS) allows students the opportunity to have one-on-one assistance in composing, strengthening and refining resumes, CVs, job applications and essays. The mission of the WRS is to help students clearly and effectively communicate, providing a strong introduction to potential employers. For more detailed information about the services offered, view the WRS section of the IPS website.

Mentoring Program

Every year during the fall semester, a new group of students joins the IPS family. For most incoming students, this is their first experience with graduate school which can be a bit overwhelming. At IPS we work diligently to help each other experience the sense of community which is so important to the complete development of each individual. IPS has created a Mentoring Program where each first year student is assigned a mentor who is available to provide guidance and general advice, as well as answers to new students' questions. Our program provides direct mentorship to one mentee in a casual setting giving the students the flexibility to meet whenever the need arises.

Mind Matters e-Newsletter

Mind Matters is a monthly newsletter distributed to the IPS community, as well as to prospective students, friends and supporters of the IPS Mission.

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 four research initiatives: The IPS Model: Faculty Integration Project, The Blessed John Henry Cardinal Newman Lecture Series, the IPS Press, and The Anthropology Project.

I. The IPS Model: Faculty Integration Project

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

The Faculty Integration Project builds upon a decade of integrative training and research. After elaborating a basic training approach for integrating Catholic understanding of the human person and psychology, the IPS faculty has articulated a series of basic principles about the human person, which serve integrative reasoning and clinical practice. This endeavor has resulted in "The IPS Model" of integration, which includes a working definition of a Catholic approach to psychotherapy, a set of anthropological principles, as well as a growing number of articles and other publications. A major book on the IPS Model's theoretical foundations and clinical applications is forthcoming.

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, philosophy and 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. It is hoped that these initiatives will yield further evidence of the value of the IPS Model in integrating psychology and a Catholic understanding of the human person.

Director: Craig Steven Titus, S.T.D., Ph.D. Associate Professor, Director of Integrative Studies, Editor for the IPS Press/Director Newman Lecture Series S.T.D., Ph.D., University of Fribourg (Switzerland) S.T.L., University of Fribourg (Switzerland) M.A., Dominican School of Philosophy and Theology (Berkeley, California)

Dr. Titus' current interests include virtue theory, moral development, psychology of virtue, philosophical psychology and the integration of psychological sciences, philosophy, and theology, especially concerning philosophical and theological anthropology, marriage and family. 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 nine other books and has published numerous articles.

II. The Blessed John Henry Cardinal Newman Lecture Series

The Blessed John Henry Cardinal Newman Lecture Series is an annual program hosted by the Institute for the Psychological Sciences. Now in its thirteenth 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.

Director: Craig Steven Titus, S.T.D., Ph.D.

III. The IPS Press

The Institute's 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.

Craig Steven Titus, S.T.D., Ph.D., Director and Editor-in-Chief

Paul C. Vitz, Ph.D., Editor

Romanus Cessario, O.P., Editor

G. Alexander Ross, Ph.D., Editor

The IPS Press has two series:

1. The Blessed John Henry Cardinal Newman Series

This lecture series is held under the sponsorship of The Institute for the Psychological Sciences, and seeks to promote an international conversation among various disciplines that treat the human person. Each lecture series is published with an eye toward building a body of learned discussion that is catholic, both in its breadth of research and in its dialogue 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 Person and the Polis: Faith and Values within the Secular State (IPS Inaugural volume, 2007), with essays by Hadley P. Arkes, Ph.D., Rev. Romanus Cessario, O.P., S.T.D., Robert P. George, J.D., Michael Novak, M.A., Daniel N. Robinson, Ph.D., Kenneth L. Schmitz, Ph.D., and Paul C. Vitz, Ph.D.

On the Wings of Faith and Reason: The Christian Difference in Culture and Science (2008), with essays by Edmund D. Pellegrino, M.D., Rev. Kevin L. Flannery, S.J., D.Phil., Monsignor Robert Sokolowski, Ph.D., Jude P. Dougherty, Ph.D., Rev. Richard John Neuhaus, Peter J. Kreeft, Ph.D., and John M. Haas, Ph.D.

Christianity and the West: Interaction and Impact in Art and Culture (2009), with essays by John J. Haldane, Ph.D., Stanley Hauerwas, Ph.D.,

Ralph M. McInerney, Ph.D., Daniel N. Robinson, Ph.D., Rev. Guy Bedouelle, O.P., Rev. Peter John Cameron, O.P., and Carroll William Westfall, Ph.D.

The Psychology of Character and Virtue (2009), with essays by Robert Audi, Ph.D., Fred D. Miller, Jr., Ph.D., John Rist, F.R.S.C., Daniel N. Robinson, Ph.D., Richard G. Swinburne, F.B.A., and Charles Taliaferro, Ph.D.

Philosophical Psychology: Psychology, Emotions, and Freedom (2009), with essays by Rev. Kevin L. Flannery, S.J., D.Phil., Rev. Benedict Ashley, O.P., Roger Scruton, Ph.D., Rev. Ceslas Bernard Bourdin, O.P., Rev. Aidan Nichols, O.P., Richard R. K. Sorabji, Ph.D., and Daniel N. Robinson, Ph.D.

God, Religion, and Civil Governance, (Forthcoming) with essays by Hadley P. Arkes, Ph.D., John M. Finnis, Ph.D., Robert P. George, J.D., Monsignor Livio Melina, Daniel N. Robinson, Ph.D., and Roger Scruton, Ph.D.

2. The IPS Monograph Series

The IPS Monograph Series publishes original scholarly works that promote studies in the broad field of the psychological sciences. The Institute espouses the view that interdisciplinary conversations among experts in psychology, philosophy, and religion serve to advance our understanding of what constitutes both the mental well-being and the spiritual flourishing of the human person.

Rev. Fergus Kerr, O.P., F.R.S.E., **'Work on Oneself': Wittgenstein's Philosophical Psychology** (2008)

Kenneth L. Schmitz, Ph.D., **Person and Psyche** (2009)

Rev. Kevin Flannery, S.J., D. Phil., **Christian Moral Action** (2012)

Rev. Benedict Ashley, O.P., **Healing for Freedom: A Christian Perspective on Personhood and Psychotherapy** (2013).

* To place orders in the United States:
The Catholic University of America Press
C/O Hopkins Fulfillment Service (HFS)
P. O. Box 503703
Baltimore, MD 21211
Tel: (800) 537-5487 Fax: (410) 516-6998
E-mail: hfscustserv@press.jhu.edu

* To place orders in Europe, Middle East, and Africa:
The Catholic University of America

C/O Eurospan University Press Group
Henrietta Street, Covent Garden
London WC2E 8LU England
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Web: www.eurospanbookstore.com

* To place orders in Canada:
The Catholic University of America Press
C/O Scholarly Book Services
289 Bridgeland Ave., Unit 105
Toronto, Ontario M6A 1Z6
Tel. (800) 847-9736 Fax (800) 220-9895
Email: customerservice@sbookscan.com
Web: <http://www.sbookscan.com/>

IV. The Anthropology Project: Philosophical Virtues and Psychological Strengths.

The Anthropology Project has aimed to identify those elements of the Catholic 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, *Strengths: Building a Bridge* (Sophia Institute Press). The co-editors are Romanus Cessario, O.P., Craig Steven Titus, and Paul C. Vitz. The contributors are: Kenneth Schmitz, Romanus Cessario, Roger Scruton, Benedict Ashley, Paul Vitz, Christopher Thompson, Matthew Cuddeback, John Cuddeback, Craig Steven Titus, Tobias Hoffmann, Paul Gondreau, Daniel McInerney, and David Franks.

Campus Facilities

The program is located on the institution's campus in the Crystal City, Arlington, Virginia in the metropolitan area of Washington, D.C. The program occupies or uses approximately 16,000 sq. ft. of the space leased by the institution. The program facilities are located on three floors of the building. Three of the four classrooms, the library, study areas, study rooms, student computer lab, the training clinic, student lounge, kitchen, and chapel are located on the first floor. Faculty and administrative offices and the fourth classroom are located on the fifth floor

of the building. Wireless technology is available throughout the facilities.

The Institute occupies two floors in office space located at 2001 Jefferson Davis Highway. Classrooms, library, and the training clinic may be found on the ground floor. Wireless connectivity is available throughout the Institute. The faculty and administrative offices of the Institute are located on the fifth floor of the building (Suites 508 and 511) and are accessible between 9:00 a.m. and 5:00 p.m. Access to this area outside of these hours requires security key access, available through the Business Office.

Student Lounge

The student lounge is located on the first floor in Suite 100. It is equipped with a kitchenette and wireless connectivity. Bulletin boards with information relating to specific degree programs, as well as academic, spiritual, and social activities are located in the student lounge and throughout the first floor.

Dining

The Institute is located in an area that offers a wide variety of food services. Many of the establishments are listed in the IPS Student Guide distributed at student orientation. An updated directory of services for the Crystal City area can be obtained from the Office of Student Services.

Student Support Services

Consistent with its mission, the Institute provides a variety of student support programs, services, and activities that promote student learning and enhance the development of its students. The Student Affairs Office seeks to assist students with social, spiritual, and other support services.

The Institute strives to provide timely and accurate information to students regarding matters of interest, such as academic events, employment opportunities, lectures, social and spiritual activities. Notification of these events and activities is provided to students via e-mail, through the Student Life Concerns Committee, on student bulletin boards, in student mailboxes, in postings on the website, and through contact with the Office of Student Services.

The Office of Student Services also provides

information about many services of interest which are available for students in the area. These services include banking, local hospitals and clinics, hotels, parishes, student health services and insurance, places of interest, student-discounted tickets, and transportation.

A student directory is published through the Office of Student Services with student names, addresses, telephone numbers, and e-mail addresses. Students must give approval in order for their personal information to be included in the student directory in compliance with the federal guidelines of the Family Educational Rights and Privacy Act (FERPA).

Housing

IPS is a commuter campus. Although students are responsible for securing housing for themselves while enrolled at IPS, the Office of Student Services is able to direct students to resources that may assist them in finding housing. Other resources are listed on the IPS website.

Counseling Services

Occasionally students may wish to seek individual counseling. They can contact the Office of Student Services for a list of local counseling service referrals.

Student Insurance

Students seeking insurance policies can consult the IPS website for a list of companies providing insurance for students. International students are required to obtain insurance once they are in the United States.

Emergency Treatment

The Institute recognizes that it is responsible for assisting students in obtaining reasonable first aid, including medical treatment in case of emergency, sudden illness or injury while on campus. A list of area hospitals and clinics can be obtained through the Office of Student Services and on the IPS website. It is the responsibility of the student to follow through with additional medical attention that may be required following this emergency treatment.

Disability Support

In compliance with the Americans with Disabilities Act (ADA), the Institute is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability may seek access to necessary accommodations by contacting the Office of Enrollment Services.

Student Life

Campus Ministry

Based on the mission and vision of the Institute, the Office of Student Services facilitates numerous opportunities for IPS students to grow in their faith formation. Included among these opportunities are daily Mass, weekly Eucharistic Adoration, occasional retreats, and evenings of reflection. These activities provide the students, staff, and faculty of IPS with a valuable experience of shared worship. A schedule of dates and times for all activities is posted on the Office of Student Services Bulletin Board on a regular basis. The chapel is located on the first floor of the Institute.

In addition, spiritual direction and the sacrament of reconciliation with the Chaplain of the Institute are available to students, faculty, and staff. Individual appointments may be scheduled by contacting the Coordinator of Student Services. Other religious activities and programs for students held during the year include a Student Retreat at the beginning of the year, Advent and Lenten Evenings of Reflection, and a Pilgrimage with the President.

Student Life Concerns Committee

The SLCC is the recognized student leadership and student governance body of the Institute and works closely with the Office of Student Services. SLCC plans social and spiritual activities for students and serves as the formal channel of communication between the student body and the Institute's administration. The SLCC is made up of eight current members of the IPS student body. There are two types of members: officers and representatives. The four officer positions are president, vice president, secretary, and treasurer. Of the four representatives, two facilitate the social life of the IPS student body, one is a member of the Library Committee, and one serves to promote the spiritual aspects

of the IPS mission. Members and officers of the SLCC are elected by the student body in the spring semester and serve one-year terms. In support of the student life programs and services, a student activity fee is paid by each student enrolled at IPS.

Social Activities

To facilitate community life, the Institute regularly sponsors social gatherings of students, faculty, staff, and their families. The Student Life Concerns Committee coordinates many of these functions and student attendance is encouraged and welcomed. Details are circulated by the Office of Student Services and are posted on student bulletin boards, sent via e-mail, distributed to students' mailboxes, and posted on the IPS website. Some activities include the President's Picnic, Chili Cook-off, Advent Soup Lunch, Capitol Tour, Edible Encouragement (for exam week), and the SLCC Spring Picnic.

Living the Call Speaker Series

Successfully juggling a career as a mental health professional with the demands of marriage and family life can prove to be quite challenging. Sponsored by the IPS Office of Student Affairs, "Living the Call" aims to assist current students and alumni in facing the difficulties of professional service in order to flourish. With lectures offered throughout the academic year, the series provides practical advice on issues related to living out one's vocation as a Catholic mental health professional.

International Students

The Institute for the Psychological Sciences is proud to participate in the Student Exchange and Visitor Program, hosting International Students who represent various countries from all over the world. IPS International Students provide insight and diversity to our IPS Community, and their participation has and continues to enrich our programs.

Admission Process for International Students

All Admission Requirements are the same as for any student (see Admission section of catalog). In addition to submitting all the required application materials and meeting the requirements listed, there are two additional

requirements that may apply:

- Applicants holding degrees from outside the United States must arrange to have any international transcript(s) translated and a "Course-by-Course" evaluation completed and sent directly to IPS from an approved evaluation service (i.e., www.wes.org or www.ece.org). In addition, official transcripts must also be sent directly to IPS from the institution(s).
- Applicants whose native language is not English must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the past two years. TOEFL scores must be at least 100 on the internet-based TOEFL (iBT), 250 on the computer-based (CBT), and 600 on the paper-based (PBT) version. Academic IELTS scores must fall into the overall band of at least 7.0, with no individual band scores below 6.0. Test results must be sent directly from the testing agency, which only make them available for up to two years from the test date.

While decisions are made on a case to case basis, admission interviews may be held via Skype for those students in foreign countries.

International students interested in studying at IPS need to obtain a student F-1 VISA (unless they are authorized to be in the United States under another type of VISA).

The Student Visa application process also requires the student visit their local U.S. consulate for a required interview.

The following are required at the interview (http://travel.state.gov/visa/temp/types/types_1268.htm):

- signed Form I-20 from IPS (received once admitted; be sure to sign student portion in blue ink);
- evidence that the SEVIS I-901 fee has been paid;
- signed passport, valid for at least six months after the date of entry into the United States;
- Form DS-160, Nonimmigrant Visa Application with photo;
- transcripts and diplomas from previous institutions;
- scores from standardized tests, such as the TOEFL, SAT, GRE, and GMAT;
- financial evidence of sufficient funds to cover tuition and living expenses for at least the first year of study.

Upon arrival, International Students must check in with the International Student Coordinator and provide copies of the following documents:

- passports
- visas
- Form I-20 / Form DS-2019
- Form I-94
- Border Crossing Cards

Financial Aid for International Students

International Students applying for aid must fill out the Financial Aid Application located in their application for admission, as well as an International Aid Application. See the Financial Aid section of the catalog for more information.

Maintaining valid immigration status while at IPS

International Students are required to maintain valid immigration status throughout their stay at the Institute. To maintain F-1 Student Status, international students must:

- enroll in a full course of study at the beginning of each session (excluding authorized break periods);
- consult with their Designated School Official (DSO) before dropping below a full course of study for any reason;
- report address changes to their DSO within 10 days of the Change;
- report any changes in sources of financial support to the DSO;
- seek the approval of the DSO/USCIS before engaging in employment or practical training;
- report any changes in program of study to the DSO;
- report any changes of their academic status to the DSO;
- notify their DSO prior to traveling outside of the United States;
- notify their DSO upon applying for a change in nonimmigrant status;
- notify their DSO upon approval of an adjustment of status to an immigrant;
- consult with their DSO to extend their program;
- notify their DSO if they intend to transfer;
- notify their DSO about changes in their dependent status.

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.

For more information on maintaining student status, please go to <http://studyinthestates.dhs.gov/students/maintain-your-status>. For more information for requirements for studying and working while in the U.S., please go to <http://www.ice.gov/sevis/students/>.



Financial Information

Tuition and Fees for the 2014-2015 Academic Year

Tuition (per credit hour)	
Master's	\$907
Psy.D.	\$917
Audit	\$453
Psy.D. Continuous Enrollment Fee	\$250

Standard Fees

Library Fee (per semester)	\$110
Student Activity Fee (per semester)	\$30
Lab Fee	\$130
(per course for PSY 608, PSY 613, PSY 836)	
Late Registration Fee	\$60
Add/Drop Fee (per course)	\$21
Graduation Fee	\$75
Returned Check Fee (each service)	\$35
Parking (per semester)	\$185
Diploma Replacement Fee	\$50

Admission Fees

Application Fee (non-refundable) (waived before Dec. 20)	\$55
Audit/Course-for-Credit Application Fee (non-refundable)	\$35
Enrollment Deposit (applied toward tuition)	\$250

Expenses

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

Payment of Student Account

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

Deposit

A deposit of \$250 is required of newly admitted students to secure their place in the class for the upcoming fall semester. This deposit is due by May 1 of the preceding spring semester (or within three weeks of receiving notice of acceptance into the program, whichever is later). The deposit

is applied to the tuition for the following fall semester and is non-refundable.

Payment Plans

The Institute offers payment plans as an option for students who are unable to satisfy their student account at the time of registration. Applications for payment plans will be considered on an individual basis, through the Business Office.

IPS Refund Policy: Spring & Fall

Students who reduce the number of credit hours using the Institute's course changes procedure, or who withdraw from the Institute using the Institute's withdrawal procedure, during the fall or spring semester are allowed a commensurate return of tuition and refundable fees. Students will generally not receive a removal of tuition, course fees, and other associated fees until after the end of the published Add/Drop period. The Institute's Fall and Spring refund schedule is the following:

Withdrawal/Course Change Date	%Refundable
First Week	80%
Second Week	60%
Third through Fourth Week	50%
Fifth through Eighth Week	25%
Later than Eighth Week	0%

All monies owed the Institute at the time of withdrawal become due and payable immediately. To obtain a refund of tuition, students must also turn in all Institute property in their possession, including their student identification card, 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, or the date on which the Registrar receives written notice of a student's intention to add or drop a course.

IPS Refund Policy: Summer

A student who reduces the number of credit hours for condensed summer courses, scheduled for six to five weeks, using the Institute's add/drop procedure or withdraws using the Institute's withdrawal procedure are

allowed a commensurate return of tuition and refundable fees. Students will generally not receive a removal of tuition, course fees, and other associated fees until after the end of the published Add/Drop period. The Institute's Summer refund schedule is the following:

Summer Withdrawal Date	%Refundable
First Week	80%
Second Week	50%
Third Week	25%
Later than Third Week	0%

For summer courses less than five weeks, a student who reduces the number of credit hours or withdraws will receive an 80% refund if they complete the add/drop or withdrawal procedure by close of business on the second day of class and a 0% refund if they complete the procedure at any time after that.

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 and cleared by the Business Office.

Financial Aid

To make graduate education more affordable for its students, the Institute has developed a financial aid program to assist students in meeting the costs of attending the Institute. IPS 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. Financial aid is any grant, scholarship, loan, assistantship, or federal work-study offered for the purpose of helping a student to meet educational expenses.

Applying for Financial Aid

Planning early and researching all options are

keys to financing one's education. The more applicants know about how financial aid works, the better prepared they are to fund their studies at IPS. There are other scholarship resources available on the website which list various organizations and foundations offering funding to students pursuing graduate studies in psychology. The formula to

determine financial aid eligibility or need is:

Cost to attend IPS

-- Expected Family Contribution (EFC)

= Student's financial need

How to apply:

1. Submit the FAFSA: Students must demonstrate financial need as calculated by federal methodology for all need-based financial aid. This is done by completing the Free Application for Federal Student Aid (FAFSA) located at the website: <http://www.fafsa.ed.gov>.

IPS' school code is G38724, and the FAFSA will automatically be transmitted to our office.

- Note: Submit the FAFSA as soon as possible after January 1st as this is what determines the Expected Family Contribution (EFC).

2. Submit the IPS Application for Institutional Aid form with essays and recommendation to the Office of Financial Aid via mail, email, or fax. The forms can be downloaded from the IPS website.

Deadlines to apply

While students can apply for a loan at anytime, applicants for IPS Institutional Aid should send everything at the same time. The annual deadline to apply for aid for the following academic year is March 1.

Award letters

By the first week in April, applicants will receive an official award letter based on FAFSA results and other applications submitted (institutional aid form, etc.). Upon receipt of this letter students have 14 days to accept or reduce any part of the awarded aid. Failure to meet this deadline indicates the student is declining the offered aid, and IPS will not process anything.

In order to accept the awarded aid, students should sign the award letter and return it to

the Financial Aid Office, as well as complete the required entrance counseling and Master Promissory Notes (MPNs) for each type of loan they are interested in receiving. These requirements can be completed online at www.studentloans.gov, where students can sign in using the pin created for the FAFSA application. The school will be notified when these documents have been completed and will then be able to process the loans. Please note that a student is not eligible to receive loans until these tasks are completed.

Student loans are certified at the beginning of the fall, spring and summer semesters. Once the loans are certified, they are disbursed directly to the school and are applied to the institutional costs for the semester (tuition, fees, etc.). If there is money remaining after it has been applied to the student account up to, but no later than, fourteen days after the loans are certified, you will receive a check for the difference of the funds requested minus institutional charges.

Types of Aid

The types of aid are generally federal, institutional, or private.

Institutional Aid

IPS assists students based on merit and need through assistantships and a limited scholarship fund.

1. IPS Scholarships

IPS scholarships are gift aid to students and do not need to be repaid.

2. Assistantship Program

Depending on the award amount, assistantships require between 7-10 hours of work per week, for a total of 98-140 hours for each semester, respectively. Teaching, research, and clinical assistantships are available to Psy.D. students; research and administrative assistantships are available to M.S. students. The assistantship assignments are determined by a team of faculty and staff. All student workers are required to submit bi-weekly time records, signed by their supervisor, to the Financial Aid Office in order to earn the full amount of the tuition reduction associated with their assistantship award. The amount of the tuition reduction associated with

each assistantship award varies, and all awards are primarily merit-based, and secondarily need-based. Students apply for assistantships by submitting an Application for Institutional Aid, available in the Financial Aid Office and on our website.

Private Funding

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 encouraged to visit the Financial Aid section of the IPS website for more resources and information.

GI Bill Funding Eligibility

IPS programs are now approved for veterans benefits under the GI Bill. Go to <http://www.gibill.va.gov/> for more information.

Yellow Ribbon G.I. Bill Education Enhancement Program

IPS is approved for the Yellow Ribbon G.I. Bill Education Enhancement Program, also known as the Yellow Ribbon Program, beginning with the academic year August 1, 2013 to July 31, 2014.

The program agreement permits the school and the VA to provide matching funds to cover all or a portion of the outstanding amount of established charges not covered under the Post-9/11 GI Bill.

Federal Financial Aid

Students attending IPS have access to federal student financial aid programs, including the Federal Work-Study Program and the William D. Ford Federal Direct Loan Program.

The Institute has a program participation agreement with the United States Department of Education to participate in the Title IV Federal Financial Aid Program (Title IV). For both programs, the application deadline for the 2013-2014 Academic Year is March 1, 2013.

1. Federal Work-Study Program

The Federal Work-Study Program is need-based, and positions and hours per week vary. Time records, signed by the supervisor, are required for this program, which is paid by the hour in the

form of a bi-weekly paycheck. 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.

2. Federal Loans

IPS participates in the William D. Ford Federal Direct Loan Program, through which Title IV federal student loans are available to assist eligible students in meeting their educational costs. These federal aid funds include Stafford 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 these options. For information about Direct Loans, please go to the following website: <https://studentloans.gov>. Information and examples of Refunds for Title IV Funds can be found at the end of the Financial Aid section of the catalog.

Enrollment Policies for Federal Loan Eligibility

A student must be enrolled at least half-time to receive aid from the Stafford and Grad Plus loan programs.

For the fall and spring semesters, to be considered full-time for purposes of obtaining federal loans, a master's student must be enrolled in a minimum of nine credit hours per semester, and a doctoral student must be: a) enrolled in a minimum of nine credit hours per semester; b) enrolled in a minimum of six credit hours per semester, three hours of which include enrollment in a practicum/internship; c) actively working on a dissertation (i.e., enrolled for dissertation credit hours); or d) engaged in a pre-doctoral internship. To be considered half-time, a student must take a minimum of six credit hours.

For the period of summer enrollment, to be considered full-time for financial aid a student must take a minimum of four credits or one dissertation credit. To be considered half-time for financial aid, a student must take less than four credits and a minimum of two credits.

Students enrolled at least half-time during the summer are eligible to receive funds to cover their tuition and living expenses. The funds for living expenses during the summer are calculated in the following way:

Living expenses for a 12 month period

-- Living expenses for fall and spring semesters

= Aid available for summer living expenses

If at any time during the summer a student drops a class, calculations must be performed to see what funds must be returned. If a student remains enrolled at least half-time during the summer session, only the funds in the amount of the dropped credits must be returned. If a student drops below half-time, he/she loses eligibility for summer funding, and all loan funds must be returned. If a student withdraws from the Institute during the period of summer enrollment, the Title IV refund policy must be put into effect to determine the amount of aid the student earned and any unearned aid must be returned. An example is provided at the end of this section. Please note that for both dropping a class and withdrawals, the IPS Refund Policy will also be put into effect. Due to the condensed timeframe for summer classes, the policy for summer classes is slightly different. (See IPS Summer Refund Policy above; or Title IV Refund Policy for Summer, listed at the end of this section).

1) Satisfactory Academic Progress for Financial Aid Recipients

All students must meet Satisfactory Academic Progress (SAP) requirements to receive federally-sponsored financial aid at the Institute. SAP for financial aid recipients is a policy distinct from the Institute's Academic Standing policy. The Institute's SAP includes both qualitative and quantitative components in compliance with federal regulations, and is assessed at the end of each period of enrollment. 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. They must also complete the coursework for their specific program of study within the maximum time frame designated in the academic catalog degree requirements sections. Students who do not comply with these standards become ineligible for federal financial aid.

SAP is evaluated at the end of each period of enrollment. If a student is found not to meet SAP requirements after this evaluation, they

will receive a letter from the Financial Aid Office informing them that they have been placed on financial aid warning. A student with this status may receive financial aid for the next enrollment period, but must meet SAP requirements by the end of that period. If the student fails to meet SAP the second time, after the financial aid warning period, they will lose their financial aid for the next period of enrollment. If there are extenuating circumstances involved, students who fall below the SAP requirements for the second time may submit a written appeal to the Financial Aid Office within 30 days of their ineligibility notification. The appeal letter should include the reason why the student failed to make SAP and what has changed that will allow the student to make SAP at the next evaluation. Reasons for appeal may include such extenuating circumstances as prolonged illness, hospitalization, death of an immediate family member, etc. The Financial Aid Office will review the appeal and notify the student in writing of the outcome of their appeal. If the appeal is granted, the student is considered on financial aid probation, and their aid may be continued for one period of enrollment. If the student has not met the SAP requirements by the end of the probation period, he/she 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.

2) Withdrawal and Incompletes

Withdrawal from courses and/or 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 GPA and lowers his/her credit hours attempted-to-completed ratio, either or both of which may create a failure to meet the requirements for SAP.

3) Repeated Courses

Repeated courses are eligible for financial aid and count towards SAP.

4) Transfer Courses

Transfer courses, both those a student completed prior to admission to IPS and those accepted while a student is enrolled at IPS, are not factored in when calculating a student's IPS financial aid eligibility. Both types of transfer courses may count towards SAP as credit hours attempted and completed if the student has completed the transfer of credit process (outlined in the academic catalog's Criteria for Transfer of Credit section).

5) Financial Aid Academic Year

The academic year consists of fall, spring and summer semesters.

Return of Title IV Funds

Federal law and regulations require that IPS 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 worksheets provided by the United States Department of Education (ED) to calculate the Return of 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 information as determined by the Office of the Registrar. Using ED worksheets, 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 or more of the semester has been 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 note(s). 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.

The order in which ED will receive returned funds is as follows: Grad Plus Loan funds first, if received, then unsubsidized Stafford loan funds. The Institute will return unearned Title IV funds to ED by electronic transfer or draft to the Institute's federal account within 30 days of determining that a student has withdrawn from the Institute. Examples of these calculations are provided below.

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). Please note that this policy is distinct from the Institute's refund policy, described earlier.

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 Title IV federal financial aid must be returned to the appropriate Title IV program.

Example of a Title IV Refund Calculation

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

\$10,560 Tuition (12 hrs x \$880/per credit hour)
 + \$140 Fees (Student Activity + Library fees)
 = \$10,700 Total Charges

\$10,250 Title IV Aid Unsubsidized Stafford Loan

Total Federal Title IV Aid

\$10,250.00

Refund Calculation

Title IV Aid (see above)

\$10,250.00

Amount Earned (57% semester completed

x Title IV aid, [\$10,250])

- \$5,842.50

Title IV Aid to be returned

\$4,407.50

Amount Owed by Student to Institute

(Total Charges, see above)

\$10,700.00

Less Title IV Aid Amount Earned (see above)

- \$5,842.50

Amount Owed to Institute from Student

\$4,857.50

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

Under Institute policy, the student in this example is required to pay IPS \$4,857.50 at the time of the withdrawal from the Institute and complete exit counseling.

Example of a Summer Title IV Refund Calculation

A student withdrew from the Institute on the 16th day of the 32 day summer session, completing 50 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

Tuition (4 hrs x \$880/per credit hour)

\$3,520.00

Tuition due after IPS refund policy applied

(Student withdrew in 3rd week, 25% refund)

\$2,540.00

Total charges

\$2,540.00

Title IV Aid

Grad-Plus Loan (tuition + living expenses)

\$9,520.00

Total Federal Title IV Aid

\$9,520.00

Refund calculation

Title IV aid (see above)

\$9,520.00

Amount earned (50% of enrollment period

completed x Title IV aid [9,520])

- \$4,760.00

Title IV aid to be returned

\$4,760.00

Amount Owed by Student to Institute

(Total charges, see above)

\$2,540.00

Less Title IV aid amount earned (see above)

- \$4,760.00

Amount Student may keep for living expenses

\$2,220.00

Student Rights and Responsibilities as Financial Aid Recipients

Please visit the IPS website for the link entitled (HEOA) Higher Education Opportunity Act for details regarding student consumer information.

<http://ipsciences.edu/academics-student-consumer-information-heoa/>

ONLINE PSYCHOLOGY PROGRAMS

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

The Master of Science (M.S.) in Psychology is a fully online 36-credit graduate program that is designed to be completed in two years of enrolled study. The program provides professional competency in psychology while developing an integrative understanding of the human person in application to service delivery. The program seeks to exhibit advanced professional skills such as communication, interpersonal, leadership skills, budgeting, program evaluation, and cultural awareness in order to enable growth as a transformational leader in a service-delivery setting.

Program Philosophy, Goals, and Objectives

The Institute has identified nine core program outcomes embodying the competencies that are the foundation of the M.S. in Psychology Program curriculum.

- 1) Analyze the major concepts, theories, and methodologies in psychology.
- 2) Develop a thorough understanding of the Catholic/Christian vision of the person.
- 3) Synthesize the Catholic/Christian vision with contemporary psychological theories, research, and interventions.
- 4) Synthesize findings from research to develop relevant interventions and direct services in a variety of workplace settings.
- 5) Appraise the impact of diversity factors on the administration of teams and the delivery of services to various populations.
- 6) Evaluate ethical, legal, and administrative decisions and practices in the design and delivery of services.
- 7) Evaluate critically one's own biases, assumptions, attitudes, etc., and their effect on decision-making, planning, interpersonal communication, and working in teams.
- 8) Exhibit effective communication and other interpersonal skills, necessary for client relationships and workplace leadership.
- 9) Evaluate the attitudes, skill sets, and strategies for being a transformational leader in a service-delivery setting.

Admission to the M.S. in Psychology

Admission to the Master's Program requires that an applicant submit a completed application and provide the following information for admission to the M.S. in Psychology program:

- a. Baccalaureate degree from a regionally-accredited academic institution, or an internationally recognized institution.
- b. Applicants must have at least a 2.5 GPA to be admitted. To be competitive, students should have at least a 2.75 GPA. Less competitive students may wish to submit GRE scores as well.
- c. Resume (including employment or other volunteer history; significant managerial or equivalent experience may compensate for a less competitive GPA)
- d. Two letters of recommendation
- e. Written statement of intent (indicating how your goals align with the goals of the program)
- f. Completed online application found on <http://ipsciences.edu/online-m-s-in-psychology-application-form-2/>

Graduation Requirements

1. Students must achieve an overall GPA of 3.0 to graduate
2. Students must achieve a 2.0 or better in all courses (with one exception below). Students receiving under a 2.0 in any course must retake that course. The grade from the retaken course (when that grade is 2.0 or above) will replace the original grade
3. Students must achieve a grade of 3.0 or higher in PSY 595, Capstone: The Transformational Leader in the Helping Professions. Students receiving under a 3.0 in this course must retake the course. The grade from the retaken course (when that grade is 3.0 or above) will replace the original grade

Tuition and Fees for the 2014- 2015 Academic Year

Tuition (per credit hour) \$667

Standard Fees

MSP Technology Fee (per course) \$50

Graduation Fee \$75

Returned Check Fee (each service)	\$35
Diploma Replacement Fee	\$50
Admission Fee	none
MSP Enrollment Deposit	\$250
(applied to Tuition)	



COURSE DESCRIPTIONS

PSY 500 – History and Systems of Psychology

(3 credit hrs)

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.

PSY 503 – Personality Theories (3 credit hrs)

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 hrs)

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 hrs)

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 hrs)

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 hrs)

This course provides an introduction to the art and science of basic clinical skills aimed at forming a comprehensive understanding of the person, with special emphasis on assessing dimensions consistent with a Catholic perspective. Specifically, this course will orient students to general philosophical issues related to clinical interviewing and present critical fundamentals of therapeutic relationship development. Instruction will also address particular challenges presented by high risk clients, the need for mandatory reporting, and interviews with children, adolescents, couples, and culturally diverse populations. The course includes a blend of lecture, skill demonstration, and student practice.

PSY 550 – Helping People Flourish: A Catholic/Christian Approach to Psychology (3 credit hrs)

In this course, students develop the skills required to become successful online learners. Students begin using resources that are present throughout the program, such as the online library, and engaging in exercises in reflection and practical application. They work toward building a foundation for academic and professional success as scholar-practitioners and agents of positive change through their graduate study of psychology. Students are also introduced to the “IPS Model,” which integrates the Catholic/Christian vision of the person with best practices in psychological theory, research, and intervention. This positive model views the person as possessing intrinsic dignity, as free and able to make responsible choices, relational and connected to others and society, and as seeking psychological well-being, moral character, and spiritual growth. Finally students assess the relationship of the program to their personal and professional goals and create a professional development plan which they refine throughout their course of studies. (9 weeks)

PSY 555 – Relationship and Intervention Skills Theory and Application (3 credit hrs)

The focus of this course is on developing the competencies (knowledge, attitudes, and skills) necessary for becoming an effective helping

professional. These competency areas include interviewing skills, skills for building and maintaining helping relationships with clients, case conceptualization, treatment planning, case management, and group facilitation skills. Students will also consider interpersonal skills such as de-escalation, negotiation, and crisis intervention. Knowledge of ethical principles and models of decision making, related to the helping professions are covered. Students also learn to identify and consider diversity issues in the context of providing services as a helping professional.

PSY 560 – Human Growth and Development Across the Lifespan (3 credit hrs)

Students in this course explore the biological, psychological, and social factors of human growth and development through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases, concluding with issues surrounding aging and end of life. This course focuses on basic processes and theories, and students evaluate the developmental milestones that occur within these phases. Topics covered include the development of emotional, cognitive, interpersonal, and moral life.

PSY 565 – Common Psychological Problems and Their Treatment (3 credit hrs)

Students in this course examine in-depth the current theory and research associated with the diagnosis and treatment of common psychological problems at the individual level (e.g., depression & anxiety) and at the relational level (e.g., marital distress and parenting problems). Students are introduced to the Diagnostic and Statistical Manual of Mental Disorders (DSM), a classification system for adult and child mental disorders. Emphasis is placed on using the DSM and the IPS Model approaches together for case conceptualization and treatment planning.

PSY 570 – Statistical Analysis for Psychology and the Social Sciences (3 credit hrs)

This course approaches the study of psychological measurement and statistical methods from a practical problem-solving and “intelligent consumer” perspective. Students gain a basic understanding and applied knowledge of statistics so they can select appropriate assessment instruments, evaluate programs and interventions, and understand

research study results. Such knowledge is aimed at assisting helping professionals to be more effective in their roles as helper, manager, and leader. An emphasis on actual statistical and methodological problems facilitates understanding of the basic course content.

PSY 575 – Social Psychology and Diversity: Relations among Individuals, Groups and Society (3 credit hrs)

In this course, students use the lens of social psychology and human diversity to examine both social perceptions/thoughts and social behavior—phenomena that pertain to the individual in society. Students explore the topics of forming impressions, stereotyping, social influence, attitude development and change, bias and discrimination, antisocial and pro-social behaviors, affiliation and attraction, and sex role behaviors, and consider how knowledge of these topics can be used to promote positive social change. The course also emphasizes how the various types of diversity impact the helping professional and interventions chosen to assist clients. Areas of diversity include but are not limited to: culture, ethnicity, religion, socioeconomic status, gender, age, and those who are differently enabled.

PSY 580 – Leading People and Programs (3 credit hrs)

This course covers two key areas: (1) being a leader in a service delivery setting and (2) program planning for the helping professions. Students examine the core leadership competencies that helping professionals need to address the challenges they face, and to make a greater difference in the communities they serve. A broad range of skills and approaches are discussed, including inter-program and inter-agency collaboration, and stakeholder communication, as well as the supervision of staff and volunteers. Being an effective leader also requires sound administrative practices such as budgeting. Finally, students learn the framework, theories, and process of program planning, emphasizing models that are widely used in the helping professions. They learn how to assess needs and identify assets, then to design and implement programs that meet these needs.

PSY 585 – Personality, Individual Differences and Intelligence (3 credit hrs)

Students in this course are introduced to the

major theories of personality and personality assessment approaches. Students examine research that supports different theories as well as basic concepts and principles from the various schools of thought. Theories include psychoanalytic, evolutionary, biological, behaviorist, learning, social-cognitive, trait, humanistic, and existential, in addition to personality dimensions such as the Big Five. Students consider themes of mutual respect for differences throughout the course. Students also learn to recognize assessment approaches that are based on personality differences.

PSY 590 – Evidence-based Practice and Program Evaluation (3 credit hrs)

This course examines two related competencies for the helping professional: being an evidence-based practitioner and being a critical evaluator of programs and services. In examining these topics, this course focuses on key questions that helping professionals face such as “How do I read current research with a critical eye?” “How do I apply research to my practice?” and “How do I conduct fair, but thorough, evaluations of programs and services in my organization?” Such skills promote more effective and efficient service delivery.

PSY 595 – Capstone: The Transformational Leader in the Helping Professions (3 credit hrs)

IPS graduates have a valuable opportunity to impact their clients and society. In this course, students synthesize their learning across their courses, informed by the Catholic/Christian view of the human person. They address leadership in the helping professions through the completion of a capstone project in which they apply the knowledge and skills gained throughout the program to a real-world problem. In addition, students demonstrate their understanding of the importance of lifelong learning by identifying specific goals for professional involvement and service beyond the completion of their studies at IPS.

PSY 597 – Psychology Overview Seminar I (1 credit hr)

This course is specifically directed toward entering students who have little or no prior educational background in psychology, or who wish to refresh their psychology background or training. It seeks to provide a foundational basis for understanding in basic content areas such as psychology’s history and methods

and psychology’s approaches to physiology, sensation and perception, learning, language, consciousness, and memory.

PSY 598 – Psychology Overview Seminar II (1 credit hr)

This course represents a continuation of the self-directed study primarily for those entering students who have little or no prior educational background in psychology, or who wish to refresh their psychology backgrounds and/or training. The course continues to provide a foundational basis for understanding in psychology’s basic content areas, such as intelligence and associated controversies, nature and nurture, lifespan development, emotion and motivation, social psychology, personality, and psychological disorders and their treatment.

PSY 605 – Developmental Psychology (3 credit hrs)

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 hrs)

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 hrs)

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 hrs)

Develops an integrated Catholic 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 family therapy. Also examines ethical and diversity issues related to the practice of child and family therapy.

PSY 611 – Marital Psychotherapy (3 credit hrs)

Develops an integrated Catholic framework for understanding the nature of marriage and marital relationships. Provides training in basic skills used in the assessment and treatment of marital distress. Also examines ethical and diversity issues related to the practice of marital therapy.

PSY 613 – Personality Assessment (3 credit hrs)

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)

PSY 629 – Career Counseling and Development: Theories and Techniques (3 credit hrs)

This course provides an analysis of the basic theories of career development including the educational, psychological, and social factors which influence educational and vocational decision making. The use of vocational and educational assessment to advise as to school, work, and college planning is included.

PSY 648 – Diagnosis & Treatment of Substance Abuse Disorders (3 credit hrs)

This course will provide an overview of the fundamental concepts in substance abuse and substance-induced disorders. A review of the historical, geographic, economic, socio-cultural, physiological and genetic factors that impact substance misuse and abuse will be covered. Treatment options, different intervention approaches and strategies applicable to substance abuse intervention, as well as barriers to treatment, will also be included.

PSY 681 – Pre-Practicum I (1 credit hr)

This course is part one of a two-part, full

year course designed to prepare students for their intensive clinical experience in the IPS Psychological Services Center. Students will be oriented to Center operations including clinician duties and procedures. Practical skills in developing working diagnoses and case conceptualizations as well as writing progress notes and treatment plans will be emphasized.

PSY 682 – Pre-Practicum II (1 credit hr)

This course is part two of a two-part, full year course designed to prepare students for their intensive clinical experience in the IPS Psychological Services Center. Students will be oriented to Center operations including clinician duties and procedures. Practical skills in developing working diagnoses and case conceptualizations as well as writing progress notes and treatment plans will be emphasized.

PSY 690 – Professional Roles and Clinical Competencies in Counseling and Psychotherapy (2 credit hrs)

This course will examine the varied professional roles and functions of the mental health professional. This will include and orientation to professional issues, scope of practice as well as professional preparation standards and credentialing. The course will also address critical competencies necessary for a successful externship experience. Practical skills development in case conceptualization and consultation, writing progress notes and treatment plans, along with an understanding of HIPAA and other forms of confidentiality will be emphasized.

PSY 691 – M.S. Clinical Practicum/Externship I (3 credit hrs)

This course is the first part of a two-part course sequence that also includes PSY 692. During these two courses students are placed in clinical practicum sites where they complete a nine-month practicum that provides for a minimum of 600 hours of supervised clinical practice. Students also attend regularly scheduled case consultation groups in which they discuss clinical practice from an integrated Catholic perspective.

PSY 692 – M.S. Clinical Practicum/Externship II (3 credit hrs)

This course is the second part of a two-part course sequence that also includes PSY 691. During these two courses students are placed in clinical practicum sites where they complete

a nine-month practicum that provides for a minimum of 600 hours of supervised clinical practice. Students also attend regularly scheduled case consultation groups in which they discuss clinical practice from an integrated Catholic perspective. (Prerequisite: PSY 691)

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

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 combination of two independent study and psychology seminar courses per degree program. (Prerequisite: Consent of Faculty Advisor and Department Chair)

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

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

PSY 701 – Foundational Clinical Practicum/ Externship I (3 credit hrs)

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 provision of services from an integrated perspective. (Co-requisite: Placement in the IPS Center)

PSY 702 – Foundational Clinical Practicum/ Externship II (3 credit hrs)

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 provision of services from an integrated perspective. (Prerequisite: PSY 701)

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

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 provision of services from an integrated perspective. (Prerequisite: PSY 701 & PSY 702)

PSY 718 – Research Design for the Psychological Sciences (3 credit hrs)

This course presents concepts related to experimental design: validity and reliability, unobtrusive, quasi-experimental and experimental research design, as well as small-n methodology. Philosophy of science as it relates to data analysis will be examined. Survey research topics are covered. Research ethics and the writing of research reports are also addressed. (Prerequisite: PSY 504)

PSY 721 – Cognition & Emotion (3 credit hrs)

This is a survey course in modern cognitive psychology, including perception, attention, memory, knowledge, imagery, language, problem solving, reasoning, decision-making, and emotion and memory. Issues of emotion and memory, and the controversy over recovered/ false memories is examined.

PSY 724 – Advanced Adult Psychotherapy (4 credit hrs)

This is an advanced seminar on methods of individual psychotherapy, with a concentration on interpersonal psychotherapy. The instructor will draw from among the principles of interpersonal psychotherapy, object relations theory, attachment theory, cognitive therapy, family systems and others. A Catholic Anthropology will be integrated into the subject matter. Issues concerning culture, ethnicity, gender, religious values and other client characteristics will be addressed. The course will include didactic and experiential learning. Sessions from students' clinical caseloads will be reviewed and critiqued. (Prerequisite: PSY 609)

PSY 729 – Advanced Statistical Methods (3 credit hrs)

This course builds on the basic concepts presented in PSY 504 to examine more advanced statistical analyses. These include factorial and multivariate analysis of variance, multiple regression, meta-analysis, and structural equation modeling. 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.

PSY 734 – Advanced Child, Marital, and Family Therapy (3 credit hrs)

PSY 734 promotes mastery of basic knowledge and skills obtained in the earlier courses PSY 610 and PSY 611, as well as introducing advanced knowledge and training in the areas of child, marital, and family therapy. Methodologies and techniques covered in PSY 734 include play therapy, parenting skills training, family therapy with children, and marital therapy. The course also enhances students' understanding and application of the ethical issues and diversity issues involved in the utilization of these therapeutic interventions. Throughout the course, connections are made to practicing these methodologies from an integrated Catholic perspective. (Prerequisites: PSY 610, PSY 611)

PSY 736 – Child Psychopathology (2 credit hrs)

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 760 – Professional Roles and Issues (2 credit hrs)

This seminar 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 hrs)

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. (Corequisite: Placement in an IPS approved externship. Typically completed by students in their fourth year of the Psy.D. Program. (Prerequisite: PSY 702)

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

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 (3 credit hrs)

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 820 – Group Psychotherapy (3 credit hrs)

This course will cover evidence-based therapeutic factors that operate in most group interventions and the role of these in long term, short term and specialty groups. It will include didactic and experiential learning, case presentations, seminar discussion and analysis of group research. The course will also illustrate how Catholic Anthropological principles might apply to group life.

PSY 822 – Biological Bases of Behavior (3 credit hrs)

This course introduces students to the structure and functions of the central nervous system, the autonomic nervous system, and the endocrine system. It is designed to introduce students to the "bio" in "biopsychosocial." Areas covered include sensory and perceptual processes, physiological regulation of the sleep

and waking cycles, eating behaviors, motivation, and affect. The etiology of psychopathology will be considered from a biological perspective, and students understanding of the influences of biological systems on clinical disorders.

PSY 825 – Social Psychology (3 credit hrs)

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. Behaviors strongly intertwined with affect such as aggression, prejudice, and interpersonal attraction and intimate relations, as well as contemporary theories of affective influences are examined.

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

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 830 – The Psychologist as Consultant, Supervisor and Educator (3 credit hrs)

As leaders, psychologists find themselves called to participate in many roles beyond those of clinical practice and research. This course introduces students to the leadership roles of consultation, supervision, and teaching. Students will be introduced to the literature concerning these areas, as well as being provided with opportunities for experiential learning about these roles.

PSY 832 – Integrative Dissertation Seminar (3 credit hrs)

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 hrs)

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 890 – Pre-Doctoral Internship (0 credit hrs)

This is a non-credit course for doctoral students completing their pre-doctoral internship. Students participating in off-site internship will be considered fully enrolled.

PSY 896 – Independent Study (PsyD. Program)

(1-3 credit hrs)

Individualized plan of study designed through agreement between the instructor and student, and approved by the Department Chair. 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 combination of two Independent Study and Psychology Seminar courses per degree program. (Prerequisite: Consent of Faculty Advisor and Department Chair)

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

This seminar course is offered to a group of students on a topic or topics specified by the instructor and approved by the Department Chair. 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 combination of two Independent Study and Psychology Seminar courses per degree program. (Prerequisite: Consent of Faculty Advisor and Department Chair)

PSY 897 – Psychology Seminar: Existential Issues in Psychology and Psychotherapy (3 credit hrs)

This course surveys existential issues from its roots in philosophy and literature to its specification in the field of psychology and psychotherapy. Among the issues covered are

the existence of the 'I' and its meaning, love and suffering, freedom, isolation, and death. While this course is principally theoretical in nature, case studies and clinical methodology will be discussed in order to facilitate integration into clinical work. Psychology Seminar courses per degree program. (Prerequisite: Consent of Faculty Advisor and Department Chair)

PSY 897 – Psychology Seminar: Emotion-Focused Therapy for Individuals and Couples (2 credit hrs)

This clinical seminar will cover an introduction to the theory, research, and practice of the Emotion-Focused Therapy (EFT) model for individuals and couples. A focus will be on understanding how emotional awareness, comfort to distress with emotion, levels of emotional expressiveness, and regulation of emotions are shaped by early and ongoing systemic, developmental, and transactional processes. Specific techniques for treatment will be examined, viewed, and role-played. Techniques will include exploring emotions through visceral sensations and deep empathy, developing emotional tolerance, accessing primary underlying emotions, understanding emotions in the context of attachment and identity needs, identifying key interactional cycles, and having corrective emotional experiences. The underlying scientific and philosophical presuppositions and the clinical techniques of this treatment model will be examined in light of a Catholic-Christian understanding of human flourishing and languishing. (Prerequisite: Consent of Faculty Advisor and Department Chair)

PSY 897 – Psychology Seminar: Rorschach R-PAS System (3 credit hrs)

This course develops advanced skills in the administration and interpretation of the Rorschach Inkblot Technique using the Rorschach – Performance Assessment System (R-PAS). This course will cover the necessary information for those who have previous Rorschach experience with other systems in order to convert their abilities to the use of the R-PAS system. Advanced report writing skills are developed using the R-PAS interpretations regarding psychological strengths, weaknesses, and diagnostic clarity. (Prerequisites: PSY 613 Personality Assessment, PSY 836 Advanced Personality Assessment, Consent of Faculty Advisor and Department Chair)

PSY 897 – Psychology Seminar: Psychopharmacology (3 credit hrs)

This course develops an understanding of psychopharmacology with respect to the pathological basis for treatment, drug nomenclature, mechanisms of action and side-effects, drug-drug interactions, preliminary treatment considerations, and ethical-legal issues related to pharmacologic treatment. (Prerequisite: Consent of Faculty Advisor and Department Chair)

PSY 899 – Dissertation (1-3 credit hrs)

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

PHT 502 – Philosophical and Theological Anthropology (4 credit hrs)

This course examines the unity and complexity of the human person from a philosophical and theological perspective, with special attention to the Catholic tradition. It constitutes an introduction to classical philosophical psychology. The course promotes integrative competencies for adjudicating anthropological models and their treatment of: the human person and flourishing; moral agency and character; and the interaction of human nature, culture, and divine grace, while attending to relevance for psychotherapy. Together with the other integrative anthropological courses offered at the IPS, it provides an introduction to the most important philosophical and theological texts that are pertinent to the practice of clinical psychology.

PHT 507 – The Catholic/Christian Vision of the Person (3 credit hrs)

This course explores the Catholic/Christian vision of the human person, and its application to psychology, service-delivery, and everyday living. It uses the holistic approach of the IPS Model of Integration, which combines Biblical/theological, philosophical, and psychological perspectives into a global understanding of the human person and flourishing. The course addresses the theory and implications of: the human person's dignity in the light of being created in the image of God as male and female; the effects of sin and redeeming grace; a personalist and natural law approach; the person as a unity of body and soul that is relational, emotional, rational, and free.

PHT 508 – The Catholic/Christian Vision of Flourishing: Vocations and Virtues (3 credit hours)

The vision of human flourishing that one adopts is crucial for understanding and concretely addressing human problems. This course develops the Catholic/Christian vision of human flourishing in terms of vocations, virtues, and other spiritual resources. First, students learn about three levels of vocation: (1) a call to goodness and holiness; (2) a call to being single, married, ordained or religious (consecrated); and (3) a call to work and to service to one's neighbors. Emphasis is placed on courtship and on marriage, which is understood as a natural and divine institution that serves to support and protect individuals, families, and society. Second, students explore the rich teaching on achieving personal growth and freedom through building up their practical reasoning, moral character, and spiritual life of faith, hope, and charity, which have an impact on everyday life and the helping professions. Lastly, students examine how Catholic/Christian practices, involving personal prayer, the Bible, and the Sacraments, and even sacrificial suffering can be sources of growth and healing.

PHT 535 – The Catholic Vision of Spiritual Maturity (2 credit hours)

This course examines the structure, dynamics, and mechanisms for spiritual progress as understood in the Catholic tradition. Students will become familiar with the major spiritual writers in the Catholic tradition, and also explore the similarities and differences between a Christ-centered spirituality and select schools of thought.

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

This course examines practical reasoning, moral character, and the virtues, in a philosophical and theological perspective, with special attention to the Catholic tradition and clinical psychology. Together with the other integrative anthropological courses offered at the IPS, it provides an introduction to the most important philosophical and theological texts that are pertinent to the practice of clinical psychology.

PHT 635 – Theology of Marriage and Family (3 credit hrs)

This course will introduce the student to the nature, origins, and purposes of marriage and

family life. It will examine the continuity and development of Catholic teaching on marriage and family. It will also put this doctrine in a historical, psychological, philosophical, and theological context. It will address several issues that are especially pertinent to the psychological sciences, including disorders and privations related to romance, marriage, and family life. Together with the other integrative anthropological courses offered at the IPS, it provides an introduction to the most important philosophical and theological texts that are pertinent to the practice of clinical psychology.

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

This course is required for all entering students and provides an in-depth review of library organization, collections, services, and online resources; presents the methodologies of information searching, strategy development, and evaluation; and reviews the evaluation of information and information sources.

Faculty

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

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

Fr. Charles Sikorsky, L.C., became the third President of the Institute for the Psychological Sciences in 2007. He has extensive experience working in the administration of educational institutions, working for 11 years in both South America and Rome, Italy. Fr. Sikorsky 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, Maryland, Fr. Sikorsky graduated from Johns Hopkins University and the University of Maryland School of Law. He practiced law in the state of Maryland prior to his entry into the seminary. He was ordained a Catholic priest in 2002.

Barry Sugarman, MBA, Ph.D. Vice President for Academic and Student Affairs

Ph.D., Education, Columbia University, M.Phil., Education, Columbia University, Ed.M., Higher Education Administration, Teachers College/ Columbia University MBA, Market Research, Pace University BA, Psychology, University of Rochester

Dr. Sugarman has spent his 25+ year career in the higher education and technology sectors. He also brings a passion for psychology and the mission of IPS.

For the past several years, he worked at Laureate Education most recently serving as Vice President of Program Design and Product Operations. At Laureate, Dr. Sugarman was responsible for curriculum design for Laureate's online education initiatives including programs in psychology, counseling and social work. Prior to Laureate, Dr. Sugarman held a variety of academic and administrative positions at organizations such as University of Sacramento, Lexis-Nexis, and the National Academy of Sciences.

William J. Nordling, Ph.D. Academic Dean/Chair, Department of Psychology/Professor

Ph.D., University of Maryland, College Park M.A., University of Maryland, College Park M.A., Duquesne University B.A., University of Dallas

Dr. Nordling is one of the founding faculty members of the Institute for the Psychological Sciences. He is a licensed clinical psychologist in the state of Virginia. He also holds a number of specialized credentials in child, marriage, and family therapy and teaches both basic and advanced coursework in these areas at the Institute for the Psychological Sciences. Dr. Nordling is an active as scholar, and in addition to his many publications, he has conducted over 200 presentations and training workshops nationally and internationally. As a respected leader in the field, in 2010 he served as the President of the Association of Play Therapy, and he is a Past President of the Catholic Psychotherapy Association, where he currently serves on the Board of Directors.

Stephen H. Hamel, Ph.D., ABPP Director of the IPS Center/Associate Professor

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, Dr. Hamel is certified by the American Board of Professional Psychology (ABPP), is a licensed registered nurse, is a certified school psychologist, and is Trauma/Disaster certified by the American Red Cross.

Lisa Klewicki, Ph.D. Assistant Professor

Ph.D., Graduate School of Psychology, Fuller Theological Seminary M.A , Graduate School of Theology, Fuller Theological Seminary M.A., Graduate School of Psychology, Fuller Theological Seminary B.A., California State University, Los Angeles

Dr. Lisa Klewicki is a licensed Clinical Psychologist in Virginia. She holds both a Ph.D. in Clinical Psychology and a Master's Degree in Theology and Psychology from Fuller Theological Seminary

in Pasadena, CA. Dr. Klewicki has previously taught at the Institute for Psychological Sciences as an Assistant Professor and has been in clinical practice for over 15 years. She now teaches as an adjunct professor while maintaining a private practice in Virginia, which focuses on providing psychotherapy and psychological assessments to adolescents, adults, and couples.

She has experience speaking to both lay and academic audiences around issues of communication, Catholic relationships, marriage, family life, parenting, and child development through the integration of sound Psychology and solid Catholic Theology. She has been a guest on several radio shows and also writes for the Catholic Digest magazine. Her clinical and research interests include psychological assessment of adolescents and adults especially the use of assessment as a therapeutic technique and the psychotherapy process especially the relationship between therapist and client as a tool for growth.

Su Li Lee, Psy.D.

Director of Clinical Training/Assistant Professor

Psy.D., Institute for the Psychological Sciences M.S., Institute for the Psychological Sciences M.Sc. (Dist.), University of Sussex B.A., Ave Maria University

Su Li Lee's clinical interests are primarily in individual and group psychotherapy, as well as behavioural health consultation and psychological testing. She completed her pre-doctoral internship at an APA- accredited consortium, with dual-site rotations at a community mental health center and a medical center.

Su Li Lee's scholarly interests include the intersection of philosophy, theology, and psychology, as well as the nature of statistics in the psychological sciences. Her particular focus at present is on the philosophy of love and creation as gift, and how these affect psychotherapy and the person of the psychotherapist.

Dr. Lee is a licensed clinical psychologist in Commonwealth of Virginia. Her clinical work involves serving as a Behavior Specialist at the Community Support Services in Maryland, as well as a Clinician at the Alpha Omega Clinic.

Roman Lokhmotov, Psy.D.

**Director of the M.S. Clinical Psychology Program/
Assistant Professor**

Psy.D., Clinical Psychology, IPS M.S., Clinical Psychology, IPS M.A., International Relations and European Studies, Central European University B.Ph., Philosophy, Ave Maria College

Dr. Roman Lokhmotov is the Director of the M.S. in Clinical Psychology program and an Assistant Professor at the Institute for the Psychological Sciences. His interests include individual and group psychodynamic therapy, cognitive and personality assessment, as well as the psychology of supervision and teaching. His current research involves the examination of correlations between projective drawings and objective measures of personality.

Dr. Lokhmotov is a licensed clinical psychologist in the Commonwealth of Virginia. His post-graduate training includes a program in psychodynamic theory and techniques at the Washington School of Psychiatry, a fellowship in psychoanalysis at the Washington Center for Psychoanalysis, and training in psychodynamic supervision at the Washington School of Psychiatry.

Philip Scrofani, Ph.D., ABPP

**Director of the Psy.D. Program/Associate
Professor**

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

Dr. Scrofani is currently Director of the Psy.D. Program and a full-time, Associate Professor at IPS. His expertise is in clinical psychology, cognitive-behavioral therapy, group therapy, and research review, and he teaches in these areas. He has been Board Certified by the American Board of Professional Psychology since 1990.

Dr. Scrofani was the Director of Family Psychotherapy Training for five years and Director of Psychology for the Commission on Mental Health Services in Washington, D.C. for 12 years. In that capacity, he had oversight responsibility for approximately 100 clinical psychologists and administrative responsibility for an APA accredited psychology internship. He later accepted a faculty position with the Psychiatry Residency Training Program for the Department of Mental Health in Washington, where he continues to be involved in the training of 32

physicians in residency for psychiatry. He joined the faculty at IPS in 2004.

Craig Steven Titus, S.T.D., Ph.D.

Director of Integrative Studies/Editor-in-Chief for the IPS Press Director of Newman Lecture Series/ Associate Professor

S.T.D., Ph.D., University of Fribourg (Switzerland) S.T.L., University of Fribourg (Switzerland) M.A., Dominican School of Philosophy and Theology (Berkeley)

Dr. Titus teaches the integration courses pertaining to the nature of the human person; practical reason and moral character; and marriage and family life. In addition to these areas, his research interests include virtue theory, emotional and moral development, psychology of virtue, and the integration of psychological sciences, philosophy, and theology.

His book, *Resilience and the Virtue of Fortitude: Aquinas in Dialogue with the Psychosocial Sciences* (CUA Press, 2006), sets up a dialogue between virtue theory and the psychological research on resilience and overcoming difficulty. He has published numerous articles. He is co-editor of *The Pinckaers Reader: Renewing Thomistic Moral Theology* (CUA Press, 2005) and editor of nine other books.

Dr. Titus previously worked as Researcher and Instructor at the University of Fribourg, where he served as Vice-Director of the St. Thomas Aquinas Institute for Theology and Culture and Vice-Director of the Servais Pinckaers Archives.

Paul C. Vitz, Ph.D.

Professor and Senior Scholar* Director of the M.S. Program in General Psychology

Ph.D., Stanford University B.A., University of Michigan

Dr. Vitz's teaching and research is focused on the integration of Christian theology, especially Catholic anthropology, with psychology. This requires breaking from the modern secularism and post-modern relativism prevalent today. He is presently focused on the following special topics: *The Psychology of Hatred and Forgiveness*; *The Psychology of the Virtues*; *The Psychological Importance of Fathers*; and *the Positive Relevance of Psychology for the Priesthood*. 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*; *Faith of the Fatherless: The Psychology of Atheism*; and *The Self: Beyond the Post-modern Crisis*. He was Professor of Psychology at New York University for many years prior to joining the faculty at the Institute for the Psychological Sciences.

*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.

Harvey Payne, Psy.D.

Associate Professor

Psy.D., Massachusetts School of Professional Psychology M.A., Denver Seminary B.S., Lancaster Bible College

Dr. Payne completed a Post-Doctoral Fellowship at the Alfred I. duPont Institute, now the Alfred I. duPont Hospital for Children, in child psychology. He has worked in the mental health field (counselor, psychologist) for 30 years. His primary work has been in organizations serving children and adolescents with a variety of life issues and disabilities. During his career, he has functioned in a variety of capacities from front-line worker to mental health provider to administrator and educator. He has consulted overseas in Kuwait, Saudi Arabia, and Kazakhstan. Most recently he was Dean of the College of Counseling at Columbia International University.

Current research and practice interests include the use of narrative to bridge Christian faith and psychology in theory and practice, in-session outcome measures to increase clinical effectiveness, the overlap of attachment theory and the Christian model of covenant relationships, professional ethics, and Pivotal Response Treatment for autism spectrum disorders.

Suzanne Hollman, Psy.D.

Associate Professor

M.S. University of Oxford, History of Medicine Psy.D., The George Washington University, Clinical Psychology M.A. University of Stellenbosch, Counseling Psychology B.A. University of Stellenbosch, Psychology B.S. University of Cape Town Social Science Psychology

Dr. Suzanne Nortier Hollman has held the positions of Director of Clinical Training, and

Director for Academic Tutoring at The Catholic University of America Counseling Center in Washington, D.C. She was an Assistant Professorial Lecturer at The George Washington University (GWU) from 2005-2009. From 2009-2011, she held the position of Assistant Professor of Clinical Psychology at GWU in the Professional Psychology Program. More recently, she was Assistant Professor of Psychology at Sofia University in Palo Alto, California.

Dr. Hollman is in the process of completing a Ph.D. in the History of Medicine at University College London.

Kathleen Dudemaine, Ph.D.
Director, M.S. in Psychology Program/Associate Professor

Ph.D., Boston University, Human Development M.A., Rhode Island College, Personality and Social Psychology B.A., Rhode Island College, Major: Psychology; Minor: the Foundations of Education

Dr. Kathleen Dudemaine is the Director of the Master of Science in Psychology program and an Associate Professor at the Institute for the Psychological Sciences. Prior to coming to IPS, Dr. Dudemaine taught at the University of the Virgin Islands and served as Coordinator of the undergraduate psychology program on UVI's St. Thomas campus.

In addition to teaching, Dr. Dudemaine's primary interest has been in the area of curriculum development. She has served as Chair of the UVI Curriculum Committee for the past seven years, and as a member for twelve years. During this time she was the primary developer and promoter of a new Master of Arts degree in psychology, a new Master of Science degree in psychology, a new minor in psychology, and a new certificate program in developmental psychology, as well as many other new courses.

Michael Donahue, Ph.D.
Director of Research Training/Adjunct Professor
Ph.D., Purdue University M.S., Purdue University B.S., Loyola University of Chicago

Dr. Donahue is an Adjunct Professor at the Institute for the Psychological Sciences. He earned both an M.S. (1978) and a Ph. D. (1981) in Social Psychology at Purdue University. He spent 11 years working at Search Institute, which researches developmental assets for young

people. While there, he was lead researcher on one of the first abstinence-promoting sexuality curricula and worked on projects examining religious education in a variety of denominations. Dr. Donahue's primary research interest is psychology of religion. He has recently served two terms as secretary of Division 36: Psychology of Religion of the American Psychological Association. Dr. Donahue has been at IPS since 2005.

Margaret Laracy, Psy.D.
Adjunct Professor

Psy.D., Institute for the Psychological Sciences M.S., Institute for the Psychological Sciences B.A., University of Notre Dame, Summa Cum Laude

Margaret Laracy has clinical interests in individual, family, and group psychotherapy, as well as psychological testing. She completed her predoctoral internship in 2011 at the Outreach Community Counseling Center through the APA-accredited Chicago Area Christian Training Consortium.

Her scholarly interests include various topics in the relationship between Christian anthropology and clinical psychology. In particular, she is interested in the role of beauty in mental health and in psychotherapy, which was the topic of her doctoral dissertation.

Fr. Gabriel O'Donnell, O.P.
Adjunct Professor

S.T.D., The Teresianum, Rome, S.T.L., Pontifical University of St. Thomas Aquinas (Angelicum), M.A., University of Notre Dame, B.A., St. Stephen's College, S.T.B., Pontifical Faculty of the Immaculate Conception

Fr. O'Donnell entered the Order of Preachers in 1963 and was ordained a priest in 1970. In 1980 he earned degrees in the areas of Liturgical Theology and Spiritual Theology. He has previously taught at the Pontifical Faculty of the Immaculate Conception, St. Charles Seminary in Philadelphia, Penn., and the Angelicum in Rome. He presently serves as the postulator for the causes for sainthood of Father Michael J. McGivney, the founder of the Knights of Columbus, and Rose Hawthorne, founder of the Dominican Sisters of Hawthorne, N.Y. With Robin Mass, Fr. O'Donnell is the author of "Spiritual Traditions for the Contemporary Church" and has

contributed to "A Love That Never Ends: A Key to the Catechism of the Catholic Church."

Marc Sebrechts, Ph.D.
Adjunct Professor

Ph.D. Cognitive Psychology, Yale University, B.S. Psychology, Georgetown University

Dr. Sebrechts has a Ph.D. in Cognitive Psychology from Yale University. His research and teaching are in the areas of cognitive science, including learning, memory, thought processes, and decision-making. Recent publications are on the role of technology in learning, assessing visual search patterns, processing in spatial memory, learning of spatial relations, planning behavior and prospective memory, intolerance of uncertainty and working memory, video games and executive function. He is the chair of the Department of Psychology of Catholic University of America and has many years of graduate teaching experience. His research has been funded by the National Science Foundation, National Institutes of Health, National Institute of Standards and Technology, and the Office of Naval Research.

Thomas VanDillen, Ph.D.
Adjunct Professor

Ph.D. Clinical Neuropsychology
Alliant International University, Ph.D.
Neuropsychopharmacology University of
Missouri-St Louis, M.S. Clinical Psychology
University of Kansas-Emporia State Teachers
College

Dr. Van Dillen is a licensed psychologist with education and training in clinical neuropsychology (Ph.D.), experimental psychobiology focused on neuropsychopharmacology (Ph.D.), clinical psychology (M.S.), with postdoctoral fellowships in neuropsychology, pediatric neuropsychology, and clinical neuropsychology. He has taught Developmental Traumatology, Child & Adolescent Neuropsychological Assessment, Advanced Psychological Assessment, in an APA accredited program (The Chicago School of Professional Psychology) and neuropsychology (Uniformed Services University of the Health Sciences and Fort Hays State University). His clinical experience includes clinical faculty supervising practica experiences during his postdoctoral fellowship at Walter Reed National Military Center, and supervising APA internships at the

Uniformed Services University of the Health Sciences. He is Board Eligible in Adult & Child Clinical Neuropsychology and is a Certified Qualified Mental Retardation Professional.

Thomas J. Pillion III, M.D.
Adjunct Professor

M.D., University of Texas M.A., University of Dallas B.A., International Academy of Philosophy B.A., Franciscan University

Dr. Pillion is a board certified psychiatrist who received his doctorate in medicine from the University of Texas Health Science Center in San Antonio and trained in general adult psychiatry at the University of North Carolina in Chapel Hill.

He specializes in the diagnosis and treatment of mental illness, utilizing both psychotherapy and medication management to target a range of problems, including OCD, PTSD, schizophrenia, and bipolar disorder. Having a particular interest in the integrative potential between psychiatry and the Catholic Faith, he currently teaches psychopharmacology at the IPS and he sees patients at the Alpha Omega Clinic in Fairfax, Va.

Regarding the Academic Catalog

Every effort has been made to provide accurate information. This catalog contains general academic and administrative information with specific course descriptions of the courses of study offered. All classes are offered subject to instructor availability and sufficient enrollment. A schedule of classes is available prior to the registration period each semester. The Institute for the Psychological Sciences (IPS) reserves the right to change any of its policies without prior notice, including but not limited to: tuition, fees, credit hour per course, course offerings, curricula, grading policies, graduation, program requirements, admission standards and policies. Students will be notified of changes as they occur, in a timely manner. This catalog supersedes all previous catalogs. The policies expressed in this catalog and each subsequent catalog will be considered the official position of IPS, regardless of any policies stated in a previous catalog received by the student upon admission. This catalog and each subsequent catalog are supplemented by the rules and regulations stated in institutional publications and on the school website. When conflicts exist between any of these sources, the most recent rule, regulation or policy will be applied. The student is responsible to ensure that all graduation requirements for degrees are met in accordance with the catalog published at the time of their enrollment in the degree which they seek. This catalog is in effect until the fall semester of 2015.

