



INSTITUTE FOR THE
PSYCHOLOGICAL SCIENCES

M.S. IN CLINICAL PSYCHOLOGY
PROGRAM CATALOG
2016-2017

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Welcome to Divine Mercy University!

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 best of psychology and clinical mental health counseling with the Catholic-Christian vision of the person is a challenging task, yet we have made remarkable progress over these short 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.
- In 2016, we add a new School of Counsel and launched an online MS in Clinical Mental Health Counseling.
- 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 and counseling. 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.

* *“Address of John Paul II to the Tribunal of the Roman Rota,” February 7, 1987*

About Divine Mercy University

Divine Mercy University (University) 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. The University offers Master of Science (M.S.) and Doctoral (Psy.D.) degrees in Clinical Psychology, a Master of Science (M.S.) degree in Psychology, and a Master of Science (M.S.) in Counseling.

The Divine Mercy University is governed by its Board of Directors, which has complete and final governing authority over the University. 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 University by providing a President and a Chaplain and helping to maintain the Catholic identity of the institution.

Vision

Divine Mercy University 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

Divine Mercy University (University) is an institution of higher education offering Master's and Doctoral degrees. It is affiliated with the Legionaries of Christ. The University 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 University 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 University's mission also involves dialogue about its integrative approach with practitioners and scholars, nationally and internationally.

Statement of Identity

Divine Mercy University (University) is a Catholic institution formed to train leaders in the field of psychology. According to its mission statement, "the University 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 view of the human person."

The life of the University is rooted in and fully informed by the teaching of the Catholic Church. This vision involves every aspect of life at the University, including the training model, education in the classroom and the clinic, intellectual and scholarly pursuits, and our common life as an academic community. The identity of the University 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 the University 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 University 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 the University 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 the University 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 the University 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 University to clearly identify the qualities of character and conduct that the University community strives to

attain. The Catholic identity of the University has particular implications for the model of training at the University and the form of our common life.

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 Divine Mercy University must acquire the *mandatum** from the local Bishop. As well, at every University 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.)

A Brief History of Divine Mercy University

The Institute for the Psychological Sciences (Institute) 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.

In 1998, the Institute was initially incorporated as The Institute for Faith and Psychological Sciences in the Commonwealth of Virginia, sponsoring workshops for licensed mental health professionals, incorporating philosophy and psychology.

In 1999, the Institute for Faith and Psychological Sciences changed its name to The Institute for the Psychological Sciences and began offering instruction leading to the Master of Science degree in Clinical Psychology.

In 2000, the State Council of Higher Education for Virginia (SCHEV) granted provisional approval for the University to confer the Master of Science and the Doctor of Psychology degrees in Clinical Psychology. The University awarded its first degrees in the Master of Science program. The first students enrolled in the Doctor of Psychology degree program in Clinical Psychology. Also in 2000, the Institute founded the John Henry Cardinal Newman Lecture Series.

In 2004, 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.

In 2005, the Southern Association of Colleges and Schools Commission on Colleges (SACS COC) grants accreditation to award master's and doctoral degrees. The first doctoral degree in clinical psychology is awarded.

The Psy.D. Program is recognized in 2006 as an Association of State and Provincial Psychology Boards (ASPPB)/National Register Designated Doctoral Program in Psychology. The campus opens the 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*.

In 2008, the first Psy.D. graduates are licensed as clinical psychologists.

In 2009, IPS faculty authors the first Catholic issue for the respected publication, *Edification: A Journal of the Society of Christian Psychology*. IPS celebrates the 10th Anniversary since its founding in 1999.

In 2010, IPS is reaffirmed for accreditation for another 10 years by the Southern Association of Colleges and Schools Commission on Colleges (SACS COC), successfully meeting all 86 SACS COC standards and requirements.

In 2012, the Master's Program in Clinical Psychology is enhanced to broaden licensure opportunities at the master's level in less time.

In 2014, the Institute launches its M.S. in Psychology program online, with its focus on educating working professionals and giving them the practical tools they need to become transformational leaders in their workplace or ministry.

In 2015, the institution changes its name to Divine Mercy University and announces the establishment of a School of Counseling to offer the Master of Science in Counseling with a specialization in Mental Health Counseling, beginning Fall 2016.

In 2016, the Psy.D. program is granted accreditation from the American Psychological Association. A new academic program, the M.S. in Counseling, opens.

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Degrees Offered

Divine Mercy University offers the following degrees: Doctor of Psychology in Clinical Psychology; Master of Science in Counseling (online); Master of Science in Clinical Psychology; Master of Science in General Psychology (online).

Degree Granting Authority/State Authorization

Divine Mercy University was formed, chartered, and established in the Commonwealth of Virginia in 1998, is accredited by a U.S. Department of Education recognized accrediting agency, and is therefore exempt from the requirements of certification or approval by the State Council of Higher Education for Virginia (SCHEV). The exemption entitles the University 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

Divine Mercy University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award master's 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 Divine Mercy University.

A Catholic Christian Meta-Model of the Person

The University 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. The University's 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 University 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 Catholic Christian Meta-Model of the Person”.

This Model brings together the theoretical and empirically based knowledge of psychology and counseling 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 University 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 University programs can be witnessed on a number of levels:

- 100% of 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 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. The doctoral programs interns and externs consistently receive the highest ratings from their respective training directors and supervisors;
- in 2005, the University was regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). SACSCOC regional accreditation was reaffirmed in 2010; and,
- The Psy.D. program 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 the University 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.

Academic Freedom

Besides the teaching, research, and service common to all institutes of higher education, Divine Mercy University, 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 University and its mission, and the normative teaching of the Roman Catholic Church.

Board Policy on Diversity

The Board of Directors of Divine Mercy University is committed to a diverse and inclusive educational environment. The University 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 University 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.

Harassment-Free Environment

It is the policy of Divine Mercy University that no student, employee, or volunteer of DMU 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 and employees will not be subjected to third party harassment, which is defined as behavior that is personally offensive to an observing party. Students or University representatives 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 University administration.

Campus Facilities in Arlington, VA

The DMU campus is located within the metropolitan area of Washington, D.C., at 2001 Jefferson Davis Highway in Crystal City, Arlington, Virginia. The campus comprises approximately 15,815 sq. ft. of the leased space on the ground and fifth 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 faculty and administrative offices are located on the fifth floor of the building (Suites 508, 509, 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.

The University is located in an area that offers a wide variety of services. Printed directories and maps are available throughout campus, and students may contact the Office of Student Services for more information.

The Mary S. Thelen Library

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

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. The University 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 University curriculum – Integration (of clinical psychology and Catholic/Christian Theology), Theology and Philosophy.

The University 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 University website or by calling the Library at 703-416-1441 ext. 121.

Master of Science in Clinical Psychology

Objectives of the Institute for the Psychological Sciences

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 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.

Introduction

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, and couples while remaining consistent with a Catholic understanding of the person, marriage, and family life.

An important objective of the M.S. in Clinical Psychology program is to enhance the professional opportunities for graduates at the master's level. For this reason, an advanced clinical experience in the form of a full-year externship in the second year of study is required for all M.S. students, providing opportunities to apply and practice clinical skills under direct supervision of licensed professionals in a variety of mental health settings. 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 University 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 normal and abnormal behavior, personality and developmental aspects of the human person, as well as the history and systems of psychology and psychological measurement. 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, scoring and interpretation of cognitive/behavioral 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 varied roles of the mental health professional, including the roles of the ethical psychotherapy practitioner, supervisor, and member of multidisciplinary treatment.
6. **Clinical Practice from a Catholic Integrative Perspective:** Students will master the foundations of a Catholic understanding of the human person,

marriage, and family life. Students will be able to apply a Catholic integrative perspective to clinical practice.

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 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](http://www.nationalregister.org).

M.S. Clinical Enrollment Services

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;
- Three (3) letters of recommendation capable of evaluating the applicant’s academic preparedness for graduate work in psychology, philosophy, and theology (at least two (2) letters must be from professors or other persons familiar with your academic ability);
- Official transcripts from all institutions attended, each in an official sealed envelope;
- GRE scores – General Test Score – taken within the last five years, submitted directly to the University from the Educational Testing Service (University 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 the University by the testing agency (University 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 the University from an approved evaluation service (i.e., www.wes.org or www.ece.org). Official transcripts must also be sent directly to the University 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 and reviewed, 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).

Admission Requirements

Admission to the Master of Science 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. Overall, the faculty Admission Committee considers the following factors: undergraduate record and cumulative GPA (and graduate GPA, if applicable); GRE scores; letters of recommendation (at least two of which must be from professors or other persons familiar with your academic ability); essay answers on the application; live interview with the faculty; clinical suitability ; scholastic aptitude; interpersonal skills; and TOEFL or IELTS scores (when 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 version (iBT), 250 on the computer-based version (CBT), and 600 on the paper- based version (PBT). 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.

The University recommends, but does not require, that applicants complete a minimum of 18 undergraduate 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 University during the first year of their program to make up for these deficiencies.

Application Deadlines

M.S. early admission application due	December 20
M.S. early admission interview deadline	January 31
M.S. standard application deadline (to be considered for financial 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 Saturday or Sunday move to the following Monday.

Admission Process for International Students, Onsite Programs

Divine Mercy University is proud to participate in the Student Exchange and Visitor Program, hosting International Students who represent various countries from all over the world who would like to enroll in the University's onsite programs. The University International Students provide insight and diversity to our University Community, and their participation has and continues to enrich our programs.

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 the University from an approved evaluation service (i.e., www.wes.org or www.ece.org). In addition, official transcripts must also be sent directly to the University from the institution(s). Applicants holding degrees from outside the United States must demonstrate post-secondary education that is, at minimum, equivalent to a U.S. bachelor's degree.

- 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 and the scores must be submitted directly to DMU by the testing agency (DMU school code 5639). 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 the University 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 the University (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

Statement of Non-Discrimination

The University admits to its programs qualified students of any age, race, gender, color, nationality or ethnic origin. Applicants should understand that the central mission of Divine Mercy University is the development of a Christian approach to the psychological sciences. The University welcomes qualified students of any religious faith; nonetheless, all students who seek admission must sincerely desire to share the University's mission and objectives. Given its distinct and unique goal of integrating with the Catholic view of the person, the degree programs at the University differ from traditional programs in their approach, while maintaining the rigor in both the quantity and quality of clinical training.

Disability Support Services

In compliance with the Americans with Disabilities Act (ADA) the University 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 class regarding accommodations made for particular class/classes.

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 University'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 University. 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. 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 University 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 University, 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

Students wishing to apply for transfer of credit to the University 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 Program Director and the Dean who will notify the student of the decision regarding the request.

Course-for-Credit or Audit

Any degree seeking student enrolled in an the University 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.

For non-degree seeking students, 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 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.

Not all courses are eligible to be taken by non-degree students. 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 any student (degree-seeking and non-degree-seeking) 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 for onsite programs and the first week for online. 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 University.

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:
 1. Personal Statement “A” explaining how their current goals coincide with study at the University;
 2. official transcripts reflecting any academic work completed since the original submission;
 3. at least one letter of recommendation from a professor or employer which reflects the applicant’s accomplishments or abilities;
 4. test scores (GRE, and TOEFL or IELTS, if applicable). (Students must re-take tests if test scores have expired prior to enrollment,);
 5. admission or degree requirements adopted since original application may be required as well;
 6. application fee of \$55; and,
 7. 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 University 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 the University 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 the University;
3. official transcripts reflecting any academic work completed during the time they have been away from the University;
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 the University; 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 University are ineligible until these obligations are satisfied.

Enrollment Status

Students attending the University enroll in one of four enrollment status categories: Full-Time, Part-Time, Leave of Absence and Withdrawn. Each program academic catalog specifies the nature of each of these four categories for the various academic programs of the University.

Psy.D., M.S. Clinical, Full-Time Status

A Psy.D. or M.S. Clinical Program student is considered full-time if the student is: a) enrolled in a minimum of nine credit hours for two of the three previous semesters; b) enrolled in a minimum of six credit hours each semester and is enrolled 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.

Part-Time Status

Although it is recommended that students admitted to the M.S. Program in Clinical Psychology enroll full-time, approval for part-time status may be considered on a case-by-case basis. 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 the University are offered once each academic year and often have pre-requisites. Part-time attendance and/or taking classes outside the established two-year sequence will likely postpone

eligibility for externship as well as graduation. There is a five-year limit to complete the Master's Program in Clinical Psychology.

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 University 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 for onsite programs or one term for online programs, 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 University's withdrawal policy.

The right to make use of the University'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 DMU 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 University

A withdrawal from the University is defined as dropping all registered courses or failure to enroll each semester prior to completing all requirements for graduation. To withdraw from the University 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 University's withdrawal procedure with the Office of Enrollment Services, and obtain official written notification of withdrawal. Discontinuation of class attendance or notification to an instructor of withdrawal does not constitute an official withdrawal from the University. Any student who withdraws from the University will be assigned a grade of Withdrawal (W), Withdrawal Passing (WP), or Withdrawal Failing (WF) as stated in the University's course change policy. Refunds will be made in accordance with the University's refund policy. In instances where the University'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

The University does not permit course exemptions for life experiences.

Registration for Classes

Attendance at any University class is not permitted unless the person is registered for the class. 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 or term.

For onsite programs

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.

For online programs

Registration occurs automatically. Notification is given prior to the start of the term, if a student does not wish to continue they must contact Enrollment Services.

Add/Drop Course Change Policy

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. For online students, this is six days from the course start date. 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 of their respective program.

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" 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.

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 University Website), students may request a hard copy of their academic transcript. Academic transcripts cannot be transmitted electronically.

Student Records

Divine Mercy University maintains student records necessary for the educational guidance and/or welfare of students, for the orderly and efficient operation of the University, 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 University but will be made available to appropriate parties in accordance with state and federal law. The University disseminates student information in accordance with applicable state and federal laws and the University's own established procedures. DMU 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.

Security and Retention

The Institute for the Psychology requires confidentiality and security with regards to the student academic records. For that reason, access to student records is limited to those have a need- and right-to-know as prescribed by his or her position at the Institute. The student may have access to their records, with the exception of letters of recommendation and other items that the student waived rights to access. These records are to be maintained and retained consistent with federal, state, and local laws, including FERPA as outlined below:

Type of Record	Retention Period
Student Academic Records	
Application for admission	Seven years after last semester
Transcripts Institute academic transcripts Other college and university transcripts	Permanent
Admissions Decision letter (acceptance, denial, etc.) Readmission letter	Permanent
Leave of Absence request and approval letter	Seven years after last semester
Grade reports Records of grade changes Audit to Credit requests and disposition	Permanent
Petitions and disposition of transfer credit	Seven years after last semester
Requests for exemption from institution regulations and procedures	Seven years after last semester
Withdrawal applications	Seven years after last semester
Standardized examination reports (GRE, etc.)	Seven years after last semester
Letters of recommendation	Seven years after last semester
Other Student academic records related documentation and correspondence	Seven years after last semester
Student Advising Records	One year after last semester or graduation
Thesis and Dissertation Records	Permanent

It is the Registrar’s responsibility to provide appropriate backup and security for these records in accordance with the University’s procedures.

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 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 University 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.

Access to Education Records – FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their academic records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the Institute receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the university discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student's prior written

consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the Institute in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the Institute who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, collection agent, or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the Institute.

Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Institute to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Release of Student Information

Students must give approval in order for their personal information to be released in compliance with the federal guidelines of the Family Educational Rights and Privacy Act (FERPA).

Once release is granted, a student directory is published through the Office of Student Services with student names, addresses, telephone numbers, and email addresses. Additional information (including date and place of birth, program of study, enrollment status, dates of attendance, degrees, previous schools attended, residencies, and internships) is disseminated in accordance with applicable state and federal laws and the University's own established procedures.

M.S. Clinical Academics

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 M.S. Clinical Practicum/Externship; the M.S. Comprehensive Examination; as well as demonstrate satisfactory clinical skills as evidenced by successful Clinical Skill Probes.

M.S. 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
PSY 827 Cultural, Religious, and Individual Diversity in Clinical Practice

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
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 student's sole responsibility to ensure that they meet the specific requirements in their state of choice.

M.S. in Clinical Psychology degree – Academic Track

The M.S. in Clinical Psychology – Academic Track is an option within the M.S. in Clinical Psychology degree, which does not include the clinical externship requirement of the M.S. Clinical Program. Applicants to the University cannot be admitted directly into the Academic Track option. Only students who are currently enrolled in the M.S. Clinical or Psy.D. Programs may petition to pursue the Academic Track if they are unable to fulfill the clinical externship requirement of the M.S. Clinical Program – due to extenuating personal circumstances or for other reasons as approved by the M.S. Clinical Program Director and the Academic Dean.

In order to become eligible for the Academic Track option of the M.S. in Clinical Psychology degree, the student must meet the following requirements: 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; and satisfactory completion of the M.S. Comprehensive Examination. In order to meet the 65-credit-hour requirement, M.S. students enrolled in the Academic Track option may substitute up to 6 credit hours of additional coursework in the place of PSY 691 and PSY 692 (M.S. Clinical Practicum/Externship I & II). Students who are

enrolled on a full-time basis are typically able to complete these degree requirements by the end of the summer semester in the second year of studies.

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.

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 University 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 of clinical program 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.

Class Attendance

For students in onsite programs:

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.

For students in online programs:

The curriculum is delivered online using the CANVAS learning management system. Students are expected to attend the online classroom and actively participate in the course. Penalties may be imposed for a student who misses fails to attend each week or misses an assignment, unless the absence is due to serious and extenuating circumstances, and the student notifies the instructor in a timely manner.

Students who are not active in the online course during any week may be 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 makeup plan acceptable to the instructor.

For additional specifics regarding class attendance, students should refer to their program handbook.

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 University email system, and will be available on the University's telephone recording, 703-416-1441, ext. 456. The University 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 University's telephone recording by 7:00 a.m. on each day impacted by such emergencies.

For online programs, the online learning environment allows flexibility and often is unaffected by weather-related or other emergencies. In the event that online courses are affected by such an event, online students will be informed in the most expedient manner possible.

Papers

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

Final Examinations

Final examinations are scheduled at the end of the term or semester. 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.

M.S. Comprehensive Examination

The successful completion of the M.S. 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. The examination 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.

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

<i>Grade</i>	<i>Grade Point Average</i>	<i>On 1000 Points Per Class Scale</i>
A	4.0	940-1000
A-	3.7	920-939
B+	3.3	900-919
B	3.0	860-899
B-	2.7	840-859
C+	2.3	820-839
C	2.0	780-819
C-	1.7	760-779
D+	1.3	740-759
D	1.0	700-739
D-	0.3	680-699
F	0.0	679-Below

<i>Transcript Entry</i>	<i>Points</i>
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 or term 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 factors can create a failure to meet the financial aid requirements for Satisfactory Academic Progress.

IPS Course Completion Requirement

Any course in which a student receives a grade below C must be re-taken.

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 Program Director, 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 or terms 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 Dean's decision, which will be final.

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 University-approved mental health facility in their second year of study. 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.

The application for an externship involves the following steps. 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 Program Director 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 during their first year of study, their program completion time will extend beyond the typical two-year sequence of full-time study.

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 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.

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 M.S. Clinical Training Handbook.

The clinical courses at the master's level include PSY 516, PSY 608, PSY 609, PSY 610, and PSY 611.

Professional Competence and Evaluation Policy

The University 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, University students are evaluated by members of the learning community on standards in addition to high performance in the classroom. University instructors will look for professional performance, interpersonal and professional competence, active commitment to communicating professionally with others at the University 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.

Further information on professional competency and evaluation can be found in the handbooks of the respective academic programs.

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 University's policy and will receive advisement as deemed necessary.

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 University 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.

The remediation process begins with the identification of a clinical skill deficiency by a clinical supervisor and/or clinical course instructor and/or clinical training director. The identification of the deficiency is followed up by a meeting between the clinical supervisor/course instructor together with the clinical training director who meet to clarify the deficiency and consider necessary criteria for remediation. Following this a meeting is held to obtain student input and to finalize the formal remediation plan which is then signed by all parties. Once all the steps in the remediation plan are completed, the clinical training director drafts a remediation completion document which is signed by the student and the clinical training director. The signing of this document officially marks the successful completion of remediation for the skill deficiency identified.

In matters of serious gravity (e.g., severe ethical violations) or in the event that the student repeatedly fails remediation, they may be deemed “at risk.” 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 Dean’s decision will be final.

Academic Integrity

The University 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 psychological and clinical mental health theory and practice. 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 Divine Mercy University 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 University 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 University for a designated period of time, and in extreme cases, permanent dismissal from the University.

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.

Internet Use in the Classroom

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

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 University 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 University's premises or on official online classroom or resources in accordance with procedures developed by the Academic Dean. Such procedures may impose limits on the time, place, and manner of distribution including prior authorization for the distribution or circulation of printed material or the posting of such material at the University, subject also to building lease restrictions. Students responsible for the distribution of material which leads to a substantial disruption of the University, interferes with its operations or contradicts the mission of the school, may be subject to disciplinary action. Non-students or non-employees of the University shall not distribute materials on the University grounds.

Student Publications

Student publications produced as part of the University 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 University.

Student Grievance Process Policy

Due Process

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

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 University 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 University.

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 University 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 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:
 1. in conducting the investigation, the committee shall receive and review the grievance, the response, and other pertinent statements or documents;
 2. 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,
 3. 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:

1. a statement of the issues under review;
2. the positions of the parties;
3. a finding of the results of the investigation;
4. conclusion as to whether there is probable cause to believe that the grievance is valid; and,
5. 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 University; 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 University.

Retaliation Prohibited

DMU strictly prohibits retaliation against a member of the University 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.

Course Evaluation by Students

Near the end of each semester/term, students are expected to complete an evaluation of each course. All evaluations are confidential and shared in aggregate only. Student honesty in evaluation of the courses is critical, since the results contribute to improving class design, content and presentation. Instructors do not have access to the course evaluation results until after final grades are submitted.

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 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 601 – Introductory Clinical Practicum II (3 credit hrs)

This course is the first course of a 2-semester course sequence which also includes PSY 602. During these two courses, students gain their introductory clinical experience at an external practicum site while being part of a case consultation group on campus. In this first course of the 2-course sequence, students build on their foundational skills in basic interviewing and diagnostics by acquiring new knowledge and skills in behavioral therapy, including functional behavioral assessment, treatment planning and treatment implementation, and an understanding of the provision of services from an integrated Catholic perspective. The consultation group serves as an

avenue for discussion for cases in their practicum placement. The students will also gain introductory skills in clinical case presentation within the context of their case consultation group.

PSY 602 – Introductory Clinical Practicum II (3 credit hrs)

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present 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.

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 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 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 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 the diversity of clinical experiences obtained through the variety of external site placements, with input from the University faculty on how these experiences interface with the perspective of the University training model. (Corequisite: Placement in an the University approved externship. Typically completed by students in their fourth year of the Psy.D. Program. (Prerequisite: PSY 703)

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

Second of two required semesters of advanced clinical experience at the externship site. This course reflects time spent gaining clinical experience at the externship site. Students also attend and present 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. (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 University, it provides an introduction to the most important philosophical and theological texts that are pertinent to the practice of clinical psychology.

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 University, 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 University, 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.

Clinical and Academic Resources

Academic Advising and Mentoring

The University 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 the University. 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 ongoing 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

DMU 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, DMU requires faculty members offering an onsite course to hold a minimum of two office hours per week for each course taught, and faculty of an online course to respond to student requests within 24 hours, during the workweek. 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 or availability. Instructors will inform the students during the first class meeting of their office hours or times of availability, changes to these hours, and the process he or she wishes to maintain in scheduling appointments.

The Mary S. Thelen Library

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

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. The University 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 University curriculum – Integration (of clinical psychology and Catholic/Christian Theology), Theology and Philosophy.

The University 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 University website or by calling the Library at 703-416-1441 ext. 121.

Computer Lab

The computer lab is located the first floor of the library. Students have access to the library materials, catalog, email, testing software and other common programs. Additionally, wireless is also available in all rooms.

IPS Training Clinic

The IPS Center for Psychological Services, the Institution’s training clinic, is where students engage in their first practicum experiences. Located on the University campus, the center provides high quality, affordable mental health services including psychotherapy, personality assessment, educational assessment, vocational/religious assessment and various workshops to diverse populations in the Greater DC area. The IPS training clinic houses 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 University 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. Student may contact the Office of Library Services for information.

The Blessed John Henry Cardinal Newman Lecture Series

The Blessed John Henry Cardinal Newman Lecture Series is an annual program hosted by Divine Mercy University. 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 University promotes this interdisciplinary dialogue to advance the integration of the areas of modern, social, psychological, clinical mental health, and Catholic thought. Lectures are free to the public and students are encouraged to participate. Lectures are recorded and available on the University website.

M.S. Clinical Financial Information

Tuition and Fees for the 2016-2017 Academic Year

Master's Tuition (per credit hour)	\$962
Audit	\$453
Standard Fees	
Library Fee (per semester)	\$110
Student Activity Fee (per semester)	\$30
Lab Fee (per course for PSY 608, PSY 613, PSY 836)	\$130
Late Registration Fee	\$60
Add/Drop Fee (per course)	\$20
Graduation Fee	\$75
Returned Check Fee (each service)	\$35
Parking (per semester)	\$150
Diploma Replacement Fee	\$50

Expenses

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

Payment of Student Account

The University 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.

Payment Plans

The University 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.

University Refund Policy: Spring & Fall

Onsite students who reduce the number of credit hours using the University's course changes procedure, or who withdraw from the University using the University'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 University'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 University 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.

University Refund Policy, Onsite Students, Summer

Onsite students who reduces the number of credit hours for condensed summer courses, scheduled for six to five weeks, using the University's add/drop procedure or withdraws using the University'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 University'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 Overview

To make graduate education more affordable for its students, the University has developed a financial aid program to assist students in meeting the costs of attending the University. The University is committed to securing financial aid for students. Nevertheless, financial aid is a student driven process and is ultimately the student's responsibility. The University encourages its students to take primary responsibility for financing their graduate education. Students enrolled as degree-seeking students are generally eligible for federal, institutional, and/or private sources of financial aid. DMU has a program participation agreement with the United States Department of Education to participate in the Title IV Federal Financial Aid Program (Title IV) to offer student financial aid programs, including the Federal Work-Study Program and the William D. Ford Federal Direct Loan Program. DMU offers other types of financial assistance available including self funding, private grants and loans, limited fund institutional VA for qualified veterans via the GI Bill.

Types of Financial Aid

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

Federal Financial Aid

If you are a U.S. citizen or a permanent resident, you might be eligible to receive federal financial aid, which can help you fund your higher education. The Institute for the Psychological Sciences is certified by the U.S. Department of Education to participate in a variety of financial aid programs available to U.S. citizens. Eligible students attending IPS have access to federal student financial aid programs.

The University has a program participation agreement with the United States Department of Education to participate in the Title IV Federal Financial Aid Program (Title IV), William D. Ford Federal Direct Loan Program. As part of this program, IPS offers Stafford unsubsidized loans up to a maximum award of \$20,500 for the academic year. 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 in the Academic Catalog.

Enrollment Policies for Federal Loan Eligibility

A student must be enrolled part-time to receive aid from the Federal Direct Loan Program.

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 University. SAP for financial aid recipients is a policy distinct from the University'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.

GI Bill Funding Eligibility

IPS programs are approved for veteran 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. The program agreement permits the school and the U.S. Department of Veterans Affairs (Veterans Affairs) to provide matching funds to apply toward the outstanding amount of established charges not covered under the Post-9/11 GI Bill.

Institutional Aid

Institutional aid is gift aid to students and does not need to be repaid. Because every effort has been made to make the academic programs affordable, Institutional Aid is limited and based on merit and need.

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 University website for more resources and information.

Financial Aid Resources

Here are a few web links:

- <https://studentloans.gov>
- <http://www.benefits.va.gov/gibill>
- <https://www.youtube.com/user/FederalStudentAid>
- [19- 50 of the list for Graduate Students](#)
- <https://www.fastweb.com>

Students may choose to use any eligible lender that offers private loans. The University does not maintain a list of lenders that offer private loans, nor will it endorse a particular lender. Students who need a focused resource to assist in finding a private loan may choose to use the list of private loan options developed by FinAid at www.finaid.org/loans/privatestudentloans.phtml.

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 Student Aid Application. See the Financial Aid section of the catalog for more information.

Maintaining valid immigration status while at the University

International Students are required to maintain valid immigration status throughout their stay at the University. 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 University'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 Aid Application Deadlines

Awards are processed on a rolling basis. Students are strongly encouraged to begin the application process at least 30 days prior to the start date of their program. Financial Aid applications will be accepted within 30 days prior to the start of the corresponding Program, but the Office of Financial Aid cannot be held responsible if funds are not available for disbursement for the term. Delays can occur that are outside of the control of the Office of Financial Aid. Students must maintain all federal aid eligibility requirements for each term in which they are enrolled.

Award letters

Applicants will receive an official award letter. Upon receipt of this letter students have an opportunity to accept, modify or decline any part of the awarded aid.

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 the Master Promissory Note (MPN) for the federal loan they are interested in receiving. These requirements can be completed online at www.studentloans.gov, where students can sign in using the FSA ID created in their FAFSA application. Please note that a student is not eligible to receive loans until these tasks are completed.

Student loans are certified at the beginning of each term. Loans are disbursed directly to the school and are applied to the institutional costs for the term (tuition, fee, etc.). If there is money remaining after it has been applied to the student account, after the loans are disbursed, a check will be mailed for the difference of the funds requested minus institutional costs.

Return of Title IV Funds

A student receiving Federal Direct Loans and Federal Direct Grad PLUS loans who withdraws from DMU is subject to the Return of Federal Funds Provision included in the regulations governing the administration of Federal Student Aid Funds.

Students who stop attending or withdraw prior to completing more than 60% of the payment period are subject to pro-rata return of Title IV funds. The Financial Aid Office will calculate the amount of funds to be returned to the appropriate program(s) based on guidelines by the Department of Education. If a student drops classes after tuition credit period, but before completing more than 60% of the payment period, he/she will be charged the entire amount of tuition, but a prorated portion of the financial aid will be returned to the Title IV program (s). Any amount established by the Return to Federal Funds provision will be returned to the Federal programs in the following order:

- Direct Unsubsidized Stafford Loan Funds
- Graduate Plus Loan Funds

M.S. Clinical Student Support Services

Student Support Services

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

The University 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 Leadership Committee, on student bulletin boards, in student mailboxes, in postings on the website, other online notification means, 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 campus area. These services include banking, local hospitals and clinics, hotels, parishes, student health services and insurance, places of interest, student-discounted tickets, and transportation.

Student Housing

The University is a commuter campus. Although students are responsible for securing housing for themselves while enrolled at the University, 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 University website.

Counseling Services

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

Student Insurance

Students seeking insurance policies can consult the Student Handbook or the Office of Student Services for a list of companies providing insurance for students. International students are required to obtain insurance once they are in the United States. Students enrolled in a clinical program (Psy.D., Counseling) are required to obtain professional liability insurance prior to beginning their practicum/internship experiences.

Emergency Treatment

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

M.S. Clinical Student Life

Student Code of Conduct

At the core of the standard of conduct of the Institute for the Psychological Sciences is the teaching of the Catholic Church regarding the transcendent dignity of every human person, created “in the image of God” (Gn 1:27). This dignity calls the members of the DMU community to respond to each other above all with charity, seeking always the true good of the other person (CCC

1822-29). Created by God, who is Truth Himself (Jn 14:6), the human person is called furthermore “to live the truth in love” (Eph. 4:15). As an academic community rooted in the life of the Church, the members of the IPS community are to pursue and defend the truth in all their endeavors. Finally, made in God’s image, the human person is recognized as a free and responsible being (CCC 1738). Within the boundaries of civil law, institutional policies of DMU, and Catholic moral and religious teaching (CCC 1691-2557), this freedom for excellence is to be respected and encouraged by all members of the DMU community. DMU core values include: faith, hope, charity, truth and goodness, scholarship and academic excellence, service and compassion, integrity and honesty, justice and responsible freedom, forgiveness and Reconciliation. Following from the general principles outlined above, a series of more specific standards may be stated to communicate more fully the expectations regarding moral life at the Institute. The listing of these standards is illustrative rather than exhaustive:

- charitable respect and tolerance for diverse backgrounds, traditions, personalities, and beliefs of students, faculty, staff, and clients;
- mutual service to others in the common search for truth;
- personal responsibility to participate in the life of the Institute, seek truth and wisdom, and develop right practical judgment;
- development of reverence for God and his creation;
- commitment to develop personal, moral, and spiritual character through academic efforts and personal reflection;
- dedication to accept responsibility for moral decisions and actions in terms of rewards and consequences;
- respect for the property of DMU and personal property of others on site at DMU;
- concern for preserving the peace and ensuring orderly procedures;
- shared responsibility for maintaining an appropriate academic and moral climate on campus;
- respect for others and oneself displayed by appropriate conduct.

Chaplaincy / Campus Ministry

Based on the mission and vision of the University, the Offices of Chaplaincy and Campus Ministry facilitate numerous opportunities for the University students to grow in their faith formation. Included among these opportunities are daily Mass, weekly Eucharistic Adoration, occasional retreats, evenings of reflection, online prayer requests and spiritual retreats. These activities provide the students, staff, and faculty of the University 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 University. There is also an online Chapel available to students through CANVAS which allows them to partake of the spiritual life of the University from a distance.

In addition, spiritual direction and the sacrament of reconciliation with the Chaplain of the University 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 Leadership Committee

The SLC is the recognized student leadership and student governance body of the University and works closely with the Office of Student Services. SLC plans social and spiritual activities for students and serves as the formal channel of communication between the student body and the University's administration. The SLC is made up of eight current members of the University 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 University student body, one is a member of the Library Committee, and one serves to promote the spiritual aspects of the University mission. Members and officers of the SLC 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.

Social Activities

To facilitate community life, the University regularly sponsors social gatherings of students, faculty, staff, and their families. The Student Leadership Committee coordinates many of these functions, and student attendance is encouraged. Students enrolled in online programs are welcome to attend any time they are in the area. 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 University website.

Faculty

Full-time/Part-time Faculty of the Institute for the Psychological Sciences

Buenaventura, Ana, Psy.D., The George Washington University, Clinic
Director, Assistant Professor, Psy.D.

Cuddleback, Matthew, Ph.D. (Philosophy), Catholic University of America,
Assistant Professor, M.S. General

Gross, Christopher, Ph.D. (Religious Studies with specialization in Moral
Theology/Ethics), Catholic University of America, Assistant Professor,
M.S. General

Hollman, Suzanne, Psy.D. (Clinical Psychology), George Washington
University, Associate Professor, Co-Director of the Psy.D. Program,
Clinical Supervisor

Klausli, Julia, Ph.D. (Human Development and Communication Sciences),
University of Texas at Dallas, Assistant Professor, M.S. General

Klewicki, Lisa, Ph.D. (Clinical Psychology), Fuller Graduate School of Psychology, , Assistant Professor, Clinical Supervisor, Psy.D., M.S. Clinical

Lee, Su Li, Psy.D. (Clinical Psychology), Divine Mercy University, Assistant Professor, Director of Clinical Training, Clinical Supervisor, Psy.D., M.S. Clinical.

Lokhmotov, Roman, Psy.D. (Clinical Psychology), Divine Mercy University, Director of the M.S. Clinical Psychology Program, Clinical Supervisor.

Morse, Rebecca, Ph.D. (Psychology-Applied Developmental Psychology), George Mason University, Associate Professor, Psy.D., M.S. Clinical

Nordling, William, Ph.D. (Clinical Psychology), University of Maryland, Professor, Academic Dean and Chair of Department of Psychology, Clinical Supervisor

Payne, Harvey, Psy.D. (Clinical Psychology), Massachusetts School of Professional Psychology, Dean, School of Counseling, Associate Professor of Counseling and Associate Professor of Psychology, Clinical Supervisor, Psy.D.

Pecoraro, Anna, Psy.D. (Clinical Psychology), Widener University, Clinical Psychology, Associate Professor, Director of the M.S. Psychology Program, Clinical Supervisor

Scrofani, Philip , Ph.D., ABPP (Clinical Psychology), Catholic University of America, Professor, Co-Director of the Psy.D. Program, Clinical Supervisor,

Stevens, Nicholas, Psy.D. (Clinical Psychology), Divine Mercy University, Assistant Professor, M.S. General

Titus, Craig, Ph.D. (Theology) University of Fribourg (Switzerland), Professor, Director of the Department of Integrative Studies, Director, Newman Lecture Series and Editor for the IPS Press

Vitz, Paul, Ph.D. (Experimental Psychology), Stanford University, Senior Scholar and Professor, Psy.D., M.S. Clinical

Adjunct Faculty of the Institute for the Psychological Sciences

Altiero, Joann, Ph.D. (Clinical Psychology), Southern Illinois University, Adjunct, M.S. General.

Bennett, Lianna, Psy.D. (Clinical Psychology), Regent University, Adjunct, M.S. General

Donahue, Michael, Ph.D. (Personality-Social Psychology), Purdue University, Adjunct, Psy.D.

Dudemaine, Kathleen, Ph.D. (Human Development), Boston University, Adjunct, M.S. General

Dunaetz, David R., Ph.D. (Social Psychology), Claremont Graduate University, Assistant Professor, M.S. General

Grundman, Stephen, Ph.D. (Philosophy), The Catholic University of America, Adjunct, M.S. General

Murphy, Ian Paul, Ph.D. (Systematic Theology), Duquesne University, Assistant Professor, M.S. General

Pillion, Thomas, M.D. (Clinical Medicine), University of Texas Health Sciences Center at San Antonio, Adjunct, Psy.D.

Presutti, Robert, Ph.D. (Philosophy), Pontifical Regina Apostolorum, Adjunct, Psy.D.
Sebrechts, Marc, Ph.D. (Cognitive Psychology), Yale University, Adjunct, Psy.D.
Van Dillen, Thomas, Ph.D., (Clinical Neuropsychology), University of Missouri-St. Louis, Ph.D. (Experimental Psychobiology), Alliant International University, Adjunct, Psy.D.

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. Divine Mercy University (University) 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 the University, 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 2017.

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 Leadership Committee (SLC). The SLC 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.

THE INSTITUTE FOR THE
PSYCHOLOGICAL SCIENCES

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