Master of Science in Psychology

Student Program Handbook

2022-2023

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PART I: ACADEMIC PROGRAM

1. Welcome

Welcome to the Institute for Psychological Sciences (IPS) at Divine Mercy University (DMU). We are excited that you have chosen our institution to earn your Master of Science in Psychology (MSP) degree. DMU's online Master of Science in Psychology program provides professional competency in psychology while developing an integrative understanding of the human person in application to service delivery.

2. M.S. Psychology Program Overview

Overview

The MSP program graduates embrace a Catholic-Christian view of the flourishing person, are competent in the core dispositions established by industry standards, and have acquired necessary human relating knowledge and skills to engage in communities as effective community leaders and social justice advocates. Graduates are compassionate and ethical in their work as non-clinical helping professionals that honor and respect the innate dignity of every person in a global, diverse population. The Master of Science in Psychology program requires 33 semester credit hours for graduation.

2.1 Divine Mercy University Vision

Divine Mercy University's vision is to be an international center for scholarship and professional education dedicated to the study of the mind and soul grounded in an integral Catholic-Christian view of the human person. Maintaining the highest academic standards, the institution educates new generations of professionals in psychology-related fields and opens new areas of scholarship for theories that explore the relationship of the human psyche and Catholic-Christian theological, philosophical, and anthropological principles.

2.2 Divine Mercy University Mission

Divine Mercy University is an institution of higher education offering graduate degrees, continuing education, and certificate programs globally. 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, professional counseling

and related fields, with a Catholic-Christian view of the human person through teaching and learning both knowledge and critical skills.

The University provides students an appropriate academic and educational environment that supports the integration of science, scholarship and a Catholic-Christian understanding of the person through a rigorous, critical, and objective search for truth. It assists students intellectually, humanly, 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, scholars, and cultural leaders, nationally and internationally.

2.3 Mission of the MS Psychology Program

The **Masters in Psychology at Divine Mercy University** is a unique program that allows students to explore the richness of understanding behaviors, emotions, and thoughts through the study of psychology to aid self and others in flourishing. Grounded in a Catholic-Christian vision of the person, the program provides its students with a broad knowledge base in psychology's core domains, knowledge of psychology as a science, and advanced knowledge in an area of concentration. Graduates are prepared for further graduate studies in psychology and career choices where graduate training in psychology would be an important asset.

2.4 Program Philosophy, Goals, and Outcomes

Program Philosophy

This program is designed to prepare professionals and transformational leaders to employ basic social and behavioral sciences and a habit of evidential reasoning to promote human flourishing in a wide variety of applied contexts.

Program Goals and Outcomes

The University has identified five program goals and 10 outcomes embodying the competencies that are the foundation of the M.S. in Psychology program curriculum.

Graduates of the MSP program will achieve the following outcomes in pursuance of the program goals.

Goal 1: **Knowledge base in psychology**: The master's graduate in psychology demonstrates a broad knowledge of psychology's core domains, knowledge of psychology as a science, and advanced knowledge in an area of concentration. Graduates will be able to

- **Outcome 1**: Analyze and deepen knowledge of the major concepts, theories, and methodologies in psychology for science and applied practice;
- **Outcome 2**: Develop a holistic, Catholic-Christian understanding of the flourishing person that permeates all aspects of psychological study;
- **Outcome 3:** Synthesize the Catholic Christian vision with contemporary philosophical, theological, and psychological theories, research, and interventions.

Goal 2: Scientific mindedness: Graduates apply appropriate techniques to identify and answer research questions and to make informed decisions as knowledgeable consumers of the research literature. Graduates will be able to

- **Outcome 4:** Utilize psychological literacy and scientific methodology and mindedness to formulate plausible psychological explanations for behavior and to solve problems as transformational leaders employing culturally appropriate, innovative approaches in diverse settings.

Goal 3: Ethical and Social Responsibility in a Diverse World: Graduates of the MSP recognize and embrace the ethical standards of the discipline. Graduates will be able to

- **Outcome 5**:   Evaluate critically their own biases, assumptions, attitudes, etc., and their effect on decision-making, planning, interpersonal communication, and working in teams;
- **Outcome 6:** Engage in behavior that is in accordance with the ethical standards of the discipline and the dignity of the person in order to bring about flourishing.

Goal 4: Communication: Graduates demonstrate competence in written, oral, and interpersonal communication skills in multiple formats and contexts. They express psychological concepts clearly and with culturally appropriate adaptations for different audiences. Graduates will be able to

- **Outcome 7:** Develop human interpersonal skills for working with individuals from culturally diverse backgrounds either in person or through the use of technology;
- **Outcome 8:** Articulate insights effectively and empathically to individuals and groups.

Goal 5: Personal and Professional Development: Individuals with a master's degree in psychology are able to apply their knowledge and skills to achieve personal growth and professional success. Graduates will be able to

- **Outcome 9:** Exhibit continuous self-reflection and improvement of professional knowledge, skills, and abilities for authentic development and growth in personal and professional identity;
- **Outcome 10:** Evaluate the attitudes, skill sets, and strategies for being a transformational leader in a variety of applied settings.

2.5 Program Description

The Master of Science (M.S.) in Psychology is a 33-credit graduate program offered online that is designed to be completed in 16 to 26 months of full-time enrolled study. The program provides competency in psychology's core domains while developing an integrative understanding of the flourishing person for application in a variety of settings. It is not a license-eligible program intended to prepare psychotherapists or other clinicians.

2.6 Program Overview

Through the University's unique curriculum, students will become psychologically literate professionals committed to the flourishing of individuals, groups, organizations, and society, strengthened by Catholic-Christian teachings on human dignity and informed by foundations in modern psychology.

The University specializes in a Psychology curriculum that roots every course in a Catholic-Christian understanding of the human person. By understanding the whole person and not just their behaviors, graduates will be prepared to:

- Understand behaviors, cognitions, and emotions in themselves and others
- Grow personally and professionally
- Think scientifically and critically
- Communicate clearly
- Engage in behaviors guided by ethical standards of the discipline
- Lead individuals and groups from diverse backgrounds to flourishing

3. Student Experience

3.1 New Student Orientation

The MSP program at DMU's Institute of Psychological Sciences is designed for the helping professional with a focus on growth in cognitive, affective, psychosocial, and spiritual domains. In order to get oriented to the program, new students will participate in the MSP Program Orientation course (zero credit, zero cost). This course provides an introduction to the MSP program and its faculty, the program catalog and handbook, an introduction to online learning including the Canvas learning platform, an introduction to weekly discussion posts, an introduction to Zoom, and important information on writing in APA Style.

In addition, students should use this student program handbook as a guide for relevant information. This handbook covers topics such as program vision and mission, program goals and outcomes, expectations for students, financial information, program and graduation requirements, information on library resources as well as other important information.

3.2 Typical course experience

An asynchronous, online program provides a unique learning opportunity for students in various life settings and situations. The MSP follows a unique formation approach to learning in which students are not only able to develop a thorough knowledge base of core psychology domains, but also grow in professionalism, scientific-mindedness, communication skills, and personal and professional development through weekly readings, discussions, assignments with consistent, individualized faculty feedback, and opportunities for live zoom meetings. MSP students are able to do all discussions, assignments, and readings for each course in the convenience of their home, office, or wherever they have reliable Internet access.

In addition, during most courses, instructors offer optional online meetings to discuss material covered and to answer questions regarding more challenging assignments.

3.2.1 Semester Model, Course Length, and Credit Hours

The MSP program requires 11 credit bearing courses (a total of 33 credit hours) for graduation. DMU operates using a Fall, Spring, and Summer semester model, with two 8-week terms in the Fall and Spring semesters, and one 8-week term during the Summer. DMU courses satisfy requirements for 3 semester credits provided for each course with a few exceptions:

MSP Program Orientation

PSY 600 - Capstone Advisement (0 credit hours)

PSY 599 -Capstone Writing Course (1 credit hour)

PSY 620 - Scientific Thesis – Psychological Research and Writing (1-credit hour)

3.2.2 Weekly readings

During each week/module students cover assigned material through the reading of textbook chapters, articles, and short pre-recorded video presentations.

3.2.3 Written assignments

Students have the opportunity to demonstrate mastery and application of the learned materials through a variety of written assignments, presentations, and short quizzes and tests throughout the courses of the program.

3.2.4 Weekly discussions

The weekly discussion posts and responses are another main component of each course. Timely participation in these discussions is an essential part of the online learning experience. Initial discussion posts provide an opportunity to appraise and apply reading materials covered during the week. In the required responses to at least two discussion posts, students can further compare and evaluate their initial analyses. Thus, participation in the weekly discussions does not lead to a mere participation grade but is an essential part of each course assessment.

3.2.5 Capstone Project

With the Capstone project, students have the unique opportunity to synthesize knowledge gained in the core different courses and apply that knowledge to a real-world setting. Students are encouraged to choose a topic that sparks their interest and might be relevant to their personal work and/or ministry situations. The Capstone project is an explicitly psychological, rather than entirely theological project and should be soundly based on the psychological research literature. However, the project must also be informed by the Catholic Christian vision of the person.

Even though the project will not actually be implemented during the course of the MSP program, students will develop an in-depth proposal that is ready to be used in a real world setting after graduation if they should choose to do so. Students in the pre-PhD track have the opportunity to plan and implement an actual research project that can but does not have to be related to their Capstone project.

> **Goals:** The goal of the Capstone Project is to help students analyze a particular problem in an applied setting, evaluate relevant research, and propose a non-clinical intervention as they apply their learning from throughout the M.S. in Psychology program.
>
> **Scope:** In considering all aspects of the MSP Capstone project, including length and scope, please remember that it is _not_ a master's thesis or a doctoral dissertation. All sections are embedded in different courses of the MSP, culminating in a portfolio of collected papers related to the Capstone and a final presentation in the form of a narrated Powerpoint in PSY 585 .

Format: All Capstone Project papers are scholarly and <u>must</u> contain appropriate, academic references. All aspects of the Capstone paper must have a professional tone and must be written according to the guidelines established by the American Psychological Association in the 7th edition of the *Publication Manual of the American Psychological Association* (2019).

Procedures: Seven of the eleven courses in the MSP program contain an assignment related to this real-world Capstone project. Capstone assignments build on the knowledge gained during those particular classes. Course instructors will grade and provide detailed feedback on these assignments. **If a student receives a grade lower than a B- for any Capstone paper, they will automatically be enrolled in PSY 599, the 1-credit Capstone writing course for an opportunity to achieve excellence in their academic writing**. Students will upload the graded assignments in the Capstone Advisement classroom (PSY 600) for continued access to their work and as a basis for meetings with their academic advisors.

Advisors will monitor student progress on the project. Students will meet with their advisors on at least three occasions to discuss their Capstone project (at the end of PSY 550, in PSY 515, and in PSY 575). If the mandatory meeting in PSY 550 has not been completed, the student will be put on Academic HOLD and will not be able to register for the next course until the meeting is completed.

During PSY 585 students will write their implementation and evaluation plan and finish the project with presenting a narrated powerpoint virtually to a small group of students in the class.

Capstone Advisement Course: All Capstone project assignments listed below must also be submitted to the Capstone Advisement course in Canvas once they have been graded by the course instructor. Advisors will accompany students in their studies and their Capstone project and track student progress through the use of the Capstone Advisement course.

Creating the Portfolio: All papers related to the Capstone project should be saved in a folder to create a cohesive portfolio demonstrating your ability to master and apply core psychological concepts to a real world problem and situation.

Passing Grade: All Capstone project assignments listed below must earn a minimum grade of a B- to pass each Capstone assignment. Students who receive a grade below B- for any of the Capstone papers listed below will receive a temporary failing grade for that course even if the overall course grade is above 77%. The student must enroll in PSY 599, a 1-credit Capstone writing course in which they will receive additional support for developing excellence in their academic writing ability and specifically for their Capstone paper; a skill that is an essential part of graduate level education in psychology.

Overview of the Capstone Project Assignments

Sequence	Deliverable (submitted in the course and once graded, submitted in the Capstone Advisement classroom)
PSY 560	● **Declaration of topic and introduction to project;** will specify to problem that is being addressed in the project; show the prevalence of the problem addressed from the research literature; will convince the reader of the significance of the problem addressed and the project in general (3-4 pages) ● The **target population paper (developmental)** will consider the target population in regard to the implementation of the Capstone project. (3 pages)
PHT 508	● **The integrative literature review** will incorporate the Catholic-Christian vision of the human person into the problem addressed in the Capstone project. (5 pages)
PSY 515	● **Decision making and motivation paper** will build on insights from brain function, decision-making, and motivation psychology to reflect on factors that might help individuals engage in the Capstone intervention (3-4 pages)
PSY 565	● **Vulnerability and resilience paper** will focus on factors associated with vulnerability and resilience related to the problem being addressed in the Capstone project. Paper will show from the research literature how an awareness of risk and resilience from the research literature will increase the effectiveness of the intervention (3-4 pages)
PSY 570	● **A psychological literature review** will synthesize relevant psychological, peer-reviewed research studies related to the topic that is being addressed in the project. The conclusion of the literature review should include a research question and/or goals for the Capstone project. (5-7 pages)
PSY 575	● The **target population paper (social/cultural)** will consider the target population from a cultural perspective; will address how an understanding of the cultural factors relevant for the target population will enhance the development of the implementation plan of the Capstone project. (3 pages)

PSY 585	**Implementation plan:** should be a detailed, comprehensive, well-organized proposal of the implementation with references to the theoretical model(s) to justify why students are doing or teaching the things students chose. (5 pages) **Evaluation plan:** a short description of how students would evaluate the effectiveness of their project (1-2 pages) **Final project presentation -** a narrated Powerpoint describing the different parts of the project

3.2.6 Virtual Residency

PSY 550 includes a mandatory two-day virtual synchronous residency. The residency typically takes place in week seven of PSY 550, Friday and Saturday from 10am to 5pm EST. Residency dates can be found in the academic calendar linked to the DMU website. The goals of the residency are to develop an online learning community, introduce students to DMU's integrative approach to psychology, and help students develop relating skills essential for work and ministry settings of any kind. Since the residency includes group activities and missing some sections would be disruptive for the overall learning environment, attending the entire time (all sessions) is obligatory in order to receive credit for the residency. Absences from any part will result in a failed grade for the residency. Residency grades are separate from the PSY 550 grade. Students must attend and successfully pass residency by their second semester in the program. If students miss the residency a second time or do not achieve a passing grade, a hold will be placed on their account, and they will not be able to register for further courses until they have passed the residency.

3.2.7 PrePhD Concentration

The prePhD concentration provides a unique opportunity for students who are interested in engaging in primary research. Students in this concentration will be assigned a thesis advisor who will guide them through all the steps of planning and implementing a research project. To this end, students will be enrolled in PSY 620 (1-credit) for six consecutive terms parallel to their other course work to allow for the time and support to plan and implement a research study. As part of the research project, students who wish to collect data as part of their research project will need to receive approval from the thesis advisor for their proposal, submit an IRB application for the approved project, and receive approval from the DMU IRB board before collecting any data. Due to the nature of the remote program, generally only data collection through virtual/online means will be approved. Students may only collect data for which their

study has been approved. Collecting data that has not been approved by the IRB board may lead to a failed grade in the thesis course and dismissal from the prePhD concentration. Students will present their final project in a live, synchronous zoom meeting. Presentation of the research project at a psychological conference or submission for publication are encouraged as an outcome of this process. Students are obligated to review the thesis handbook at the beginning of PSY 620.

3.3 Graduate study expectations

Course work at the graduate level requires a substantive commitment to independent study with active engagement in group work and professional development. Students are expected to demonstrate attitudes, knowledge, and skills appropriate to the study of psychology and work in professional and ministry settings; it is more than just passing courses or simply complying with formal requirements. Graduate students in the MSP are expected to exceed minimum requirements and assume responsibility in pursuing lifelong learning that will meet their professional goals, as well as the needs of their work and ministry environments.

In addition to the assimilation and synthesis of content, MSP faculty encourage and expect students to develop and grow both professionally as well as emotionally and spiritually during their course of study at DMU. As part of professionalism encouraged in the program, students are expected to communicate with faculty and DMU offices (e.g. registrar's office) reliably and in a timely manner (no more than 48 hours delay in answering an email). In addition, students are expected to interact with fellow students and faculty/staff respectfully and professionally. Finally, students are encouraged to maintain balance in their own personal and spiritual lives and to participate in activities, events, and practices that renew and refresh their heart, soul, and mind.

3.4 Time Management

Graduate courses in this program are typically 8-week courses and on average require 18-20 hours per week. While on-site courses typically have classroom lectures and several large assignments, often due at the middle and end of the course, online courses involve independent studying and multiple assignments each week. This requires studying and working on assignments at least a couple of hours each day. Students should plan accordingly. Success is a function of planning and time management. A helpful practice is to block out a set amount of time each day to study and work on assignments.

Most of each course involves asynchronous learning wherein students read course texts and materials, prepare written assignments, and respond to discussions on their own schedule. In short, much of the time students are learning on their own with a mix of instructional styles that include segments with optional live video conferencing and working independently. As this is a professional graduate school program, students are expected to be self-driven, to hone individual critical thinking skills, and to study a large amount of reading material. While DMU

provides ample and facilitative support systems, studying course texts, using the online library and other technological resources is necessary for student success.

3.5 Mandatory Class Participation

The curriculum is delivered online using the Canvas® learning management system. Students are expected to actively participate in the course each week. 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 advance.

Students who are not active in the online course for two weeks 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 other sections of this program handbook.

3.6 Writing Format

In the DMU Institute for Psychological Studies, students are required to write papers in APA style. Students are encouraged to obtain a copy of the *Publication Manual of the American Psychological Association* (7th ed.). Alternatively, and quite readily, students may purchase various APA formatting software applications, and visit the following websites for APA assistance:

- APA Style (http://www.apastyle.org/)
- OWL (Purdue Online Writing Lab, http://owl.english.purdue.edu/owl/section/2/10/)

3.7 Student Freedom of Expression

The free expression of student opinion is an important part of education in a democratic society. Students' 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.

3.8 Online and General Classroom Etiquette

Class courtesy and respect are important, especially when material is likely to elicit strong personal opinions. Each student's point of view is to be respected. Disrespect of others will not be tolerated.

3.9 Technology expectations

As an online program, students may live almost anywhere while studying at DMU. The MSP curriculum includes predominantly asynchronous as well as some optional synchronous

components. For example, most weekly discussions and written assignments may be completed by posting in Canvas® on or before scheduled due dates in the convenience of the students' home, office, or wherever they have reliable Internet access. Synchronous assignments involve interaction in real time with the student's faculty over the Internet via Zoom® (or similar) video conferencing.

3.9.1 Computer and Internet Requirements (DMU)

Students in online programs are required to have access to the internet and be proficient in the use of computers prior to entry into the program. All course materials and course communications are delivered through the internet-based learning management system, Canvas®.

This is a list of basic computer system requirements to use Canvas®. It is always recommended to use the most up-to-date versions and better connections. Canvas® will still run with the minimum specifications, but the student may experience slower loading times. Canvas® and its hosting infrastructure are designed for maximum compatibility and minimal requirements.

Screen Size
Canvas® is best viewed at a minimum of 800x600, which is the average size of a notebook computer. If students want to view Canvas® on a device with a smaller screen, we recommend using the Canvas® mobile app.

Operating Systems
● Windows 7 and newer (users on Windows 10 need to download the Windows 10 Anniversary Update to submit Canvas® assignments)
● Mac OSX 10.6 and newer
● Linux - chromeOS

Mobile Operating System Native App Support
● iOS 7 and newer (versions vary by device)
● Android 4.2 and newer

Computer Speed and Processor
● Use a computer 5 years old or newer when possible
● 1GB of RAM
● 2GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas® has been carefully crafted to accommodate low bandwidth environments
- Minimum of 512kbps

Screen Readers
- Macintosh: VoiceOver (latest version for Safari)
- PC: JAWS (latest version for Internet Explorer)
- PC: NVDA (latest version for Firefox)
- There is no screen reader support for Canvas® in Chrome

Please use the following link for the latest specifications:
https://community.canvaslms.com/docs/DOC-10721https://community.canvaslms.com/docs/DOC-10721

3.10 Program Delivery Platform

The DMU MSP program is delivered to students in an online, asynchronous modality. The university's online learning management system is Canvas®, an electronic venue in which students can communicate with faculty and peers, gain access to online support, find links to assistance with educational tasks (such as writing, researching, and subject tutoring), and an online library with access to journals, articles and texts. Students access the Canvas® classroom and online library regularly throughout their program.

Students and faculty may also interact in real time via video conferencing with optional synchronous components at times. Attending a graduate program either in a "traditional" classroom or in the online environment can be challenging yet richly rewarding. Online students have the unique opportunity to set their schedules for study, participation in class, and can enjoy completing their degrees using current technology in an asynchronous approach.

3.11 Methods of Instruction

The MSP program curriculum is delivered completely online with predominantly asynchronous and some "real-time" components:

- **Synchronous Instruction:** Students and faculty will engage in "real-time" using a variety of technology such as chat rooms, web-based conferencing, and telephone**.** Synchronous, course-wide meetings are generally optional in the MSP, except the two-day mandatory, virtual residency in PSY 550. Instructors offer at least three synchronous/live zoom sessions per course. Attendance to these meetings is strongly encouraged even though not mandatory.

- **Virtual, synchronous residency (PSY 550):** Recognizing the importance of person-to-person interaction and the development of relating skills such as empathic listening, students will participate in a synchronous, virtual residency as part of the first course in the program. Participationin this residency is mandatory. Students who need to defer attendance in the mandatory virtual residency in PSY 550 will receive an Incomplete for PSY 550. These students will need to attend the virtual residency the following semester, after which their incomplete will become their actual grade for the course. Students who fail to attend residency during the second term will be put on an academic hold until they have attended the residency.

- **Asynchronous Instruction:** Student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of "real-time" meetings between students and faculty.

- **Reading assignments**: Students are expected to complete assigned weekly readings from texts, journals, and/or the online library.

- **Lecture:** Prepared and video-recorded lectures may be included as a method of instruction. Students should read assigned material prior to viewing the lecture as lectures will be brief and are meant to deepen the understanding of the topics covered during the module.

- **Media:** Different types of media are included in the weekly modules to illustrate and deepen understanding of content covered for the module.

- **Academic Class Discussion:** Courses will have mandatory academic discussions. Students are expected to prepare responses to academic discussions posted by faculty and other students using the online discussion board platform (Canvas®).

- **Written Assignments/Papers:** Students will be required to compose graduate level papers and other written assignments, such as personal reflection papers, expository compositions, and research reviews.

  - **APA Style:** Students are required to submit written assignments consistent with the *Publication Manual of the American Psychological Association* (7th ed.) guidelines for student-level papers.
  - **Rubrics:** Rubrics, or grading guides, are provided for each assignment. Although weighting of the key elements of a written assignment will vary by instructor, there are three general categories:
  1) Key Concepts**:** the paper should address the objectives for the assignment
  2) Readability: flow of thought, sentence and paragraph constructions, critical thinking, and attention to key concept/key elements.

3) Mechanics: Usage, grammar, spelling, and consistency with APA style and format guidelines. Students need to be sure to include in-text citations, give credit to their sources, include a title page and references, and use headings to organize their work.

- **Research:** Research is embedded throughout the program. Students are required to engage in research in Capstone project related and other assignments throughout the program.
- **Quizzes, examinations, and assessment of student learning:** Some courses contain quizzes and examinations to measure the acquisition of knowledge.
- **Learning Activities:** Students are at times required to engage in critical thinking activities.
- **Presentations:** Students will occasionally be asked to present recorded or small-group presentations in different courses. The ability to communicate concepts clearly is a core aspect of graduate level education in psychology.

3.12 Professional Development and Activities

Professional development is an important part of the student's development during the course of study. Benefits of membership in a professional organization include subscription to professional journals, access to professional webinars, and engaging in professional communities. As student members, information regarding national, regional, and state conferences may be provided via email to students' personal inbox. Students may be invited to develop proposals for presentations and journal articles. In addition, students may ask faculty members, or their academic advisors or the Program Director for information about professional organizations, conference calls-for-papers, or other professional opportunities.

Useful Organizations and Links:

Society of Catholic Social Scientists http://www.catholicsocialscientists.org/

Catholic Psychotherapy Association *https://www.catholicpsychotherapy.org*

Christian Association for Psychological Studies *https://caps.net*

Catholic Medical Association https://www.cathmed.org/programs-resources/cma-resources/linacre-quarterly/

American Psychological Association (APA) *https://www.apa.org*

National Catholic Bioethics Center https://www.ncbcenter.org

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4.1 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 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.

4.2 Students with Special Needs

If students think they may have special needs, they are encouraged to contact the Disability Support Services, located in the Enrollment Services Office (DSS@divinemercy.edu, ext. 114), regarding accommodations. This office welcomes the opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations.
Disability Support Services: dss@divinemercy.edu

4.3 Advising

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 is conducted by faculty members of the appropriate academic 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.

Advisors in the MSP program also support students in their work on the Capstone project. Although Capstone assignments are written and graded as part of the course in which they are assigned, advisors meet with students to assist in topic choice, and engage in continued dialog regarding Capstone related questions and progress. To this end, students have **three mandatory meetings** with their advisor over the course of the program in courses PSY 550, PSY 515, and

PSY 585. Incompletes in the initial advisor meeting in PSY 550 will lead to an academic HOLD and students will not be able to register for the next course. Students must reach out to their advisors to schedule these meetings.

4.4 Electronic Textbooks & Media Resources

MSP students have access to electronic textbooks and media related to the course for which they are enrolled, with no additional fee. Students may wish to purchase copies of these resources or textbooks through a third-party vendor, at their own expense, if desired. Students will have access only to the electronic textbook(s) and media of the course in which they are currently enrolled. Once current classes have been concluded, the electronic text will be unpublished. Due to contractual limitations with electronic textbook and media providers, it is not possible for students to access electronic textbooks or media permanently, unless they purchase their own copy through a third-party vendor.

4.5 Tech Support

Support for the Canvas Learning Management system is provided to students seven days a week to ensure access to learning, teaching, and research. Students and faculty may contact tech support via live chat or by phone:
- Email address: SUPPORT@divinemercy.edu
- Tech Support phone: 1-855-976-9659
- Live Chat: Click on the "Help" link (question mark in circle) in the lower left-hand corner of the Canvas classroom to access a variety of help options, including a live Chat function with Canvas support personnel.

5. Mary S. Thelen Library

Click here for the DMU Library Handbook

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Financial Policies

6.1 Tuition and Fees: Refer to DMU Catalog

The academic catalog can be found on the DMU website.

6.2 Tuition

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

6.3 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.

6.4 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.

6.5 Refund Policy

Students who withdraw from the Masters of Science in Psychology (online program) following the University's withdrawal procedure, are allowed a commensurate return of tuition owed 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 Universities' refund schedule is the following:

Withdrawal / Course Change Date	% Refundable
Withdrawal through Calendar Day 6	100%
Withdrawal through Calendar Day 11	80%
Withdrawal through Calendar Day 17	60%

Withdrawal after Calendar Day 17	0%

6.6 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.

6.7 Financial Aid

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, and limited fund institutional VA for qualified veterans via the GI Bill.

7. Time to Complete Program

While students typically complete the program over a period of two years and two months, the maximum time limit for completion of all requirements is five (5) years, measured from the date a student begins coursework in the Master of Science in Psychology program.

8. Program Requirements

8.1 General Degree Requirements

To earn the Master of Science (M.S.) in Psychology degree, students must complete 33 credit hours as outlined in the curriculum, with a minimum cumulative GPA of 3.0. Students must complete eight required core courses and three elective courses that support their personal interests and career goals.

The usual sequence of courses includes eight core courses and three elective courses:

M.S. in Psychology Curriculum

Core Courses

- PSY 550 Helping People Flourish: A Catholic-Christian Approach to Psychology
- PSY 560 Human Growth & Development Across the Lifespan
- PHT 508 The Catholic-Christian Vision of Flourishing: Vocations & Virtues
- PSY 515 Cognition and Emotion across the Lifespan
- PSY 565 Developmental Psychopathology - Risk and Resilience
- PSY 570 Statistical Analysis for Psychology and the Social Sciences
- PSY 575 Social Psychology, Groups, and Diversity
- PSY 585 Research Methodology and Design, Evidence-based Practice, and Program Evaluation

Electives for Marriage and Family Studies (take three)

- PSY 520 Marriage and Family Systems Theory
- PHT 533 Flourishing in Relationships
- PSY 525 Human Sexuality (not offered until fall 2023)
- PSY 530 Marriage and Family Interventions

Electives for Leadership Studies:

- PSY 615 Applied Leadership Skills
- PSY 595 Transformational Leadership
- PSY 590 Leading People, Programs, and Organizations

Electives for Human Service Counseling (non-licensing)

- PSY 555 Relationship and Intervention Skills Theory and Application
- PSY 545 Group Counseling and Group Work
- PSY 580 Personality, Individual Differences, and Intelligence

Electives for pre-PhD Studies

- PSY 620 Research and Writing
- Two electives of choice required in addition to PSY 620

- PSY 630 – Independent Study in Psychological Studies (3 credit hrs) - optional
- PHT 509 - Independent Study in Integrative Studies (3 credit hrs) - optional

Electives are not offered every term.

8.2 Capstone project

Students are expected to demonstrate the ability to synthesize knowledge gained in the different courses and apply it to a real-world setting. Students must complete all Capstone related assignments satisfactorily with a minimum grade of a B- in the seven courses which contain Capstone related assignments. Students must present their final Capstone project with a narrated powerpoint presentation.

8.3 Graduation Requirements

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. Exceptions can only be granted in advance by the Program Director. 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. A 3.0 cumulative grade point average is required to graduate.

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, and pay the applicable Graduation Fee, 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 Commencement date.

Participation in the Commencement ceremony is allowed only if all coursework and degree requirements have been completed prior to the event with the exception of students who only have one course to complete in the summer term and are otherwise eligible to participate in commencement ceremonies.

8.4 Leave of Absence

A student enrolled in a degree program of the University might find it necessary to interrupt active pursuit of their degree. A leave of absence is granted only for good cause. Generally, a leave of absence is granted for a minimum of one academic semester for onsite programs or two consecutive terms for online programs, and for a maximum of one academic year (five 8-week terms).
Requests will be considered prior to the beginning of an academic semester. For any request made during the academic semester, the final grade in any course will be assigned following the University's withdrawal policy.

A student seeking a leave of absence should discuss the need with his or her academic advisor and must petition the Program Director. A leave of absence must be approved in writing by the Program Director.

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, and must apply for readmission 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.

Students receiving federal financial aid are required to seek consultation from the Financial Aid Office prior to being granted a leave of absence. 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.

9. Academic Guidelines

9.1 Grading Policy

Grades are based on faculty formative and summative evaluation of student performance as described in each course. See the DMU Catalog for the University grading policy. Grading scales can be found in each course's syllabus.

Grade	Grade Point Value
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.3
F	0
INC (Incomplete)	None
IP (In-Process)	None
W (Withdrawal)	None
W-P (Withdrawal - Passing)	None
W-F (Withdrawal - Failing)	None

9.1.1 Passing Grade Requirement

For M.S. Psychology, any course in which a student receives a grade of "C" or below must be retaken.

See the specific academic program policy section for any additional criteria regarding minimum grades for successful course completion. Depending upon these requirements, students may be obliged to repeat and/or remediate a specific course.

9.1.2 Retaking Courses
Students may repeat certain courses in order to improve their cumulative grade point average. 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.

9.2 Academic Good Standing

To remain in good academic standing, students must maintain a minimum cumulative grade point average of 3.0. A 3.0 cumulative grade point average is required to graduate. The status of all students will be reviewed at the end of each academic period by the Registrar, who will update student status accordingly.

Academic progress is also reviewed by the appropriate University Offices for compliance with the distinct eligibility requirements for financial aid, veterans benefits, and student visa status. See the respective sections for additional information.

9.2.1 Academic Probation
In the event of failure to meet the above standard for academic good standing, students will be placed on academic probation and receive notification regarding their academic standing. The Registrar refers students on Academic Probation to the Program Director to develop a plan for remediation.

9.2.2 Academic Dismissal
Students placed on academic probation for two semesters who fail to resolve the academic deficiency may face academic dismissal.

9.2.3 Remediation Plan

9.3 Add/Drop 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. This is two days from the published start of term for five-week courses, six calendar days for eight-week courses, and ten business days for sixteen-week courses. Please note that classes meeting in an intensive format or on a shortened semester calendar follow adjusted add/drop and refund schedules.

Course enrollment 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. Course registration changes other than as described above, require the signature of the instructor, academic advisor, and Registrar. 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.

9.4 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. 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 DMU student grievance process.

9.5 Plagiarism

Plagiarism is unethical and is considered academic dishonesty. According to the American Psychological Association (2016) plagiarism is described as follows:

Plagiarism is the act of presenting the words, ideas, or images of another as one's own. It violates ethical standards of accuracy, honesty, and truthfulness in scholarship.

Self-plagiarism is the act of presenting one's own previously published work as original. It misleads readers and falsely inflates the number of publications on a topic.

Plagiarism occurs when writers fail to give proper credit to their sources. Some kinds of plagiarism are deliberate—for example, copying an entry—or a substantial part of one—from Wikipedia and submitting it as one's own work. American Psychological Association. (2016). How to avoid Plagiarism and Self-Plagiarism [Video file]. Retrieved from https://apastylecentral.apa.org/learn/browse/TUT-14

Some obvious examples of plagiarism include:
● copying someone else's paper
● taking short or long quotations from a source without identifying the source
● turning in a paper one has obtained over the Internet

Some less-obvious examples include:
● changing a few words around from a book or article and pretending those words are one's own
● rearranging the order of ideas in a list and making the reader think that one has produced the list oneself

● borrowing ideas from a source and not giving proper credit to the source

● turning in a paper from another class; Whether this is plagiarism or not depends on one's instructor—ask first!

● using information from an interview or an online chat or email, etc., without properly citing the source of the information

● using words that were quoted in one source, and acting and citing the original source as though one has written in oneself

9.6 Late Assignment Policy

Timely submission of assignments is essential to ensure student success and the development of high professional standards. Therefore, no late work without deductions will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one day prior to the due date for the work.

Unless otherwise noted, all online assigned work is due at 11:59 pm Eastern USA Time on the date due. The majority of assignments are due Tuesday at 11:59 pm EST. NOTE: Initial discussion posts are due Saturday at 12 noon EST and responses to peers Monday (11:59 pm EST). No discussion responses will be graded after the week they are due. Without prior agreement with the instructor as noted above, late assignments receive a 5% deduction for each day they are late.

Technological issues are generally not considered valid grounds for late assignment submission. In the event of a DMU or personal server outage, students should submit assignments to the instructor via email, and when systems are restored, submit those assignments in the Canvas platform.

9.6.1 Exceptions and Special Circumstances

Some exceptions and special circumstances warrant consideration. In these instances, contact the instructor immediately or as soon as reasonably possible. Examples include, but are not limited to:

● Death of an immediate or close family member requiring one's full attention

● Serious illness (i.e., illness that would impede one's ability to complete an assignment on time)

● Unexpected natural event (i.e., natural disaster, severe weather phenomenon, etc.)

● Accidental injury to oneself or a close family member that constrains one's ability to complete assignments on time

● Military duty that impedes one's ability to complete assignments on time

9.6.2 Retreats, Conferences, and Vacations

Students should notify faculty at the beginning of a course if there is a planned retreat, conference, or vacation occurring during the term, and request approval to post assignments in advance. Students are obligated to complete assignments, including initial discussion posts, prior to leaving. Students should anticipate the coursework required and prepare without

expectation of special consideration. Posting to the cohort for discussions can still occur during most absences. Vacation time should be planned per the course schedules. When traveling during a term, students should plan ahead and connect to the Internet to complete assignments during a trip.

9.7 Incompletes

Incompletes are to be seen as an academic exception for emergency situations on a case by case basis. Should students have experienced extraordinary circumstances during a course that have made finishing the course material unlikely by the end of the term, they may petition the professor for an incomplete which, if the professor agrees, will allow them up to another term to finish the assignments. Students must have participated actively in and have a passing grade for the first five weeks of the course to be eligible for an incomplete grade. Students who wish to petition for an incomplete must reach out to their instructor and discuss their need for an incomplete and a plan for finishing the course material. The instructor will then request the Incomplete Approval Form from the registrar, complete the form indicating missing assignments, and sign it. After the form has been signed and submitted, the registrar will send the form to the student for an electronic signature. The registrar must have the signed form no later than 12 noon the day grades are due. If assignments are not completed by the end of the following term, the grade for the course will become an 'F', and students will need to repeat the course.

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 students' overall grade point average and lowers their credit hours attempted-to-completed ratio; either or both factors can create a failure to meet the financial aid requirements for Satisfactory Academic Progress.

9.8 Extra Credit

Extra credit: There are no extra credit options available in this program.

9.9 Academic/Grade Appeal

All grades recorded become a permanent part of the student's academic history. A student who believes a final grade has been miscalculated should ask the instructor to review the matter. If a grade change is warranted, the instructor should report this to the Registrar. If the student is not satisfied with the instructor's response, the student may submit a written request to the Academic Dean. The Dean or their 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.

9.10 Student Evaluation of Courses

At the end of each term, students are expected to complete an evaluation of each course. All evaluations are confidential and privacy is maintained. Extensive precautions are taken to prevent student comments from being identified as coming from a particular student. It is an important responsibility of DMU students as citizens of DMU to participate in the instructor and course evaluation process. Students will be asked to reflect upon what they have learned in the course, the extent to which they have invested the necessary effort to maximize learning, and the role the instructor has played in the learning process. It is very important that students complete the online evaluations with thoughtful comments.

DMU takes instructor and course evaluations seriously as an important means of gathering information for the enhancement of learning opportunities for its students. Student honesty in evaluation of the courses is critical, since the results contribute to improving course design and presentation and are an integral component in the DMU programmatic assessment process.

10. General Policies

10.1 Non-Discrimination Policy

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

10.2 Anti-Harassment Policy

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 their 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.

DMU recognizes and accepts its obligations under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1974, prohibiting discrimination on the basis of a disability. Any grievances concerning university compliance with the mandates of these acts will be handled through the Student Grievance Policy described in this Handbook. In accordance with regulations, there shall be no retaliation against those who bring complaints against the university. As noted in the 2014 ACA Code of Ethics, "The primary responsibility of the counselor is to respect the dignity and promote the welfare of clients" (ACA, 2014, Section A.1.a).

11. Student Grievance Process Policy (DMU)

11.1 Due Process for Student Grievances

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.

11.2 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.

11.3 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:
    a. In conducting the investigation, the committee shall receive and review the grievance, the response, and other pertinent statements or documents;
    b. The complainant and respondent shall be given the opportunity to respond to one another's statements, and individually to present witnesses or concerned parties in conformity to the evidence presented; and,
    c. The committee will interview witnesses and concerned parties individually and in conformity with privacy requirements, as it deems necessary.

5. Fact-Finding Report: When, in the judgment of the Committee, the positions of the complainant and respondent have been equitably heard, the Committee shall submit a written Fact-Finding Report to the Academic Dean. The Fact-Finding Report shall contain the following:
    a. a statement of the issues under review;
    b. the positions of the parties;
    c. a finding of the results of the investigation;
    d. conclusion as to whether there is probable cause to believe that the grievance is valid; and,
    e. recommendations for action(s) to be taken.

The total time period for the investigation, from the filing of a written grievance to submission of the Fact-Finding Report to the Academic Dean shall not exceed ninety (90) calendar days. The Chair of the Fact-Finding Committee will maintain all records of the grievance, including its conclusions and recommendations. These records shall be transferred to the Office of the Academic Dean at the time of disposition of the grievance. The records shall be maintained in conformity with state and federal privacy and disclosure requirements, policies and procedures.

11.4 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.

If the complainant is a student and the student has not received a satisfactory resolution after exhausting all available grievance procedures established by the institution, the student may contact the State Council of Higher Education for Virginia (SCHEV) as a last resort in the grievance process, using this link:
http://surveys.schev.edu/students/studentcomplaint.asp

11.5 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.

11.6 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.

12. Enrollment

12.1 MSP Enrollment Status

In the Masters of Psychology Program a student must be enrolled for a minimum of six credits to be considered full-time and a minimum of three credits are required to be half-time in fall and spring semesters. In the summer semester, students are considered full-time when enrolled for a minimum of three credits.

If a student takes a reduced course load, it is his or her responsibility to recognize the possible consequences (i.e. potential reduction of financial aid awards, degree completion time, etc.) and take necessary action with the corresponding offices (Financial Aid, International Services Office, Business Office, Registrar, Academic Advisor, etc.).

12.2 Course-for-Credit or Audit (DMU)

14.2.1 Degree seeking students

Any degree seeking student enrolled in a 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.

12.2.2 Non-degree students

An individual not currently enrolled in a DMU degree program who wishes to take a course for credit or audit must apply and be accepted as a non-degree seeking student.

To be accepted as a non-degree seeking student, applicants must submit a completed application, official undergraduate and graduate (if applicable) transcript(s), resume, and the required application fee. Personal statements, GRE scores, letters of recommendation and interviews are not required. Applicants for non-degree seeking status must have an appropriate baccalaureate degree. The application for admission as a non-degree seeking student is subject to review and approval, prior to course registration, and registration is subject to the enrollment limitations that follow.

Students receiving permission to register on a course-for-credit or audit basis are neither admitted nor guaranteed admission to a degree program.

12.2.3 Requirements for Degree-Seeking and Non-Degree-Seeking Students

Enrollment as an auditing student is subject to limitations of class size with priority given to degree seeking students enrolled for credit. Any individual requesting to audit a course must meet all requirements for the course, including 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 do not participate in

classroom discussions and do not submit work for grading. No academic credit is awarded for an audited course. Audit tuition is approximately one-half of the current regular tuition.

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. However, such petitions must be submitted and approved prior to the add/drop period for the respective academic program.

Students who have previously audited a class for which they later wish to receive credit must enroll in the same course in a subsequent term or semester, for credit, by registering and paying the regular tuition. In such cases, students are required to fulfill all the course requirements while enrolled in the course for credit.

A limited selection of courses may be taken on a course-for-credit or audit basis.

13. General IPS/MSP Information
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13.1 Contacts
A DMU student email (@divinemercy.edu) account is provided for all enrolled students and acts as the official email address for all university correspondence from DMU offices. Students are responsible for all correspondence sent to their official @divinemercy.edu student email address.

Although faculty and students may communicate regarding course material in Canvas®, the primary mode of communication is through the official @divinemercy.edu email accounts.

While official communication takes place through DMU email accounts, students are nonetheless also responsible for monitoring communications within their Canvas® account.

Email

 VP of Academic Affairs for Digital Learning - Dr. Harvey Payne: hpayne@divinemercy.edu
 Program Director - Dr. Julia Klausli: jklausli.ips@divinemercy.edu

 Disability Support Services: dss@divinemercy.edu
 Student Success: studentsuccess@divinemercy.edu
 Online Tech Support: online@divinemercy.edu

Phone or Voice Mail Message

Main Number: (703) 416-1441

Mail

Divine Mercy University
45154 Underwood Lane
Sterling, VA, 20166

Website

www.divinemercy.edu.

13.2 Tech Support

Support for the Canvas Learning Management system is provided to students 7 days a week to ensure access to learning, teaching and research. Students and faculty may contact tech support via live chat or by phone:
- online@divinemercy.edu
- Tech Support phone: 1-855-976-9659
- Live Chat: Click on the "Help" link (question mark in circle) in the lower left-hand corner of the Canvas classroom to access a variety of help options, including a live Chat function with Canvas support personnel.

13.3 Additional Email Addresses

Business Office: businessoffice@divinemercy.edu
Financial Aid Office: financialaid@divinemercy.edu
Library: library@divinemercy.edu

13.4 Procedures for Disseminating Information

Students should adhere to the DMU Policy for Distribution of Materials. In addition, to ensure that students are aware of current academic events, learning and research opportunities, and/or programmatic adjustments or changes, students may receive information through mass e-mails, faculty announcements in class, and in the electronic discussion forums within the online learning system. In addition, the Dean, Directors, DMU Administration, and/or Faculty Advisors may visit the online classroom and the residency activities to deliver information or to keep students abreast of DMU activities. The Student Program Handbook may experience periodic updates and revisions.

Appendix A: MSP Faculty and Staff

Cusumano, Laura, PsyD (Clinical Psychology) Divine Mercy University, Adjunct Faculty

Duthie, Jennifer, BS (Business Administration) West Virginia University, Program Assistant, Masters in Psychology Program

Derby, Kevin, PhD (ABD) (Leadership) University of the Cumberlands, Adjunct Professor

Ewing, Christopher, Ph.D. (Educational Psychology), Capella University, Adjunct Professor

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

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

Pecoraro, Anna, Psy.D. (Clinical Psychology), Widener University, Associate Professor

Sadewo, Giovanni, PhD (Social Psychology), La Trobe University, Adjunct Professor

Fr. Walter Schu, LC, S.T.D. (Moral Theology), Regina Apostolorum Pontifical Athenaeum, Assistant Professor,

Treptow, Robin, Ph.D., Ph.D. (Clinical Psychology), University of Nebraska-Lincoln; (Infant and Early Childhood Development with Emphases in Mental Health and Developmental Disabilities), Fielding Graduate University, Assistant Professor

Williamson, Angela, PhD, (Human Development and Communication Sciences), University of Texas at Dallas, Adjunct Faculty

<h1 style="text-align:center">Appendix B</h1>

<h1 style="text-align:center">MS in Psychology: Course Descriptions</h1>

MSP 500i - Program Orientation (0 credits)
In this course students are given an introduction to DMUs handbooks and catalog, the program's online platform Canvas, to integrative perspectives to psychology, the Capstone project and writing in APA format.

PSY 515 Cognition, Emotion, and Motivation
This course introduces students to foundational concepts related to cognition and emotion from a developmental perspective. It is a survey course in cognition and emotions. Topics regarding cognition include perception, attention, memory, knowledge, imagery, language, problem solving, reasoning, and decision making. Emotion is examined in terms of its separation from and interaction with cognition.

PSY 520 Marriage and Family Systems Theory (Marriage and Family Studies Elective)
This course introduces students to the historical and theoretical bases for the practice of marriage, couple, and family counseling. Special attention is given to an overview of foundational systems-oriented theories (Bowenian, Strategic, Structural, etc.), and the impact of issues such as gender, culture, and ethnicity on the family system. Students will examine their own assumptions about families and begin to develop increased congruence between their assumptions, philosophical/theological presuppositions, and the various theoretical perspectives on family development, functioning, interaction and intervention. (3 credit hrs)

PSY 525 Human Sexuality (Marriage and Family Studies Elective)
This course introduces students to the relationship between emotional wellbeing and human sexuality. Students are introduced to a foundational model of addressing sexual issues, basics of sexual biology and psychology, sexual development, sexual dysfunction, informed by a Catholic-Christian vision of the person. Students will explore the intersection of personal and professional values in understanding sexuality related issues through an examination of social, cultural, philosophical, and theological perspectives. Students will utilize case studies to demonstrate their understanding of the physiological, psychological, and social-cultural variables of human sexuality in diverse clinical and non-clinical situations and to evaluate and assess possible interventions. (3 credit hrs)

PHT 533 Flourishing in Relationships (Marriage and Family Studies Elective)

PHT 533 Flourishing in Relationships introduces students to the nature and discernment of vocational states of being single, married, ordained, or religious (consecrated). Emphasis is placed on courtship and on marriage, which is understood as a natural and divine institution that serves to support and protect individuals, families, and society. Students will examine the continuity and development of Catholic-Christian teaching on marriage and family in a historical, bio-psycho-social-cultural, philosophical, and theological context. Students will analyze several issues that are especially pertinent to clinical mental health counseling, including not only disorders and difficulties related to singleness, romance, marriage, and family life, but also supporting strengths and practices. (3 credit hrs)

PSY 545 Group Counseling and Group Work (Human Services elective)

Group Counseling and Group Work introduces students to a range of theoretical and experiential group counseling structures and strategies involving group development, group processes, and group dynamics in various settings. An in-depth exploration is focused on group formation including recruiting, screening and selecting group members. A focus on group developmental theories, group member roles and behaviors, leadership styles, types of groups and professional standards for group leaders prepares students for advanced work in group counseling interventions. Students are required to engage in diverse, culturally relevant direct group experiences defined within a small group activity approved by the instructor of the course and to document at least 10 clock hours of groupwork during this course. (3 credit hrs)

PSY 550 – Helping People Flourish: A Catholic-Christian Approach to Psychology (Core Course)

In this course, students explore the richness of understanding behaviors, emotions, and thoughts through the study of psychology—informed by philosophy and theology—to aid self and others in flourishing. Students engage in exercises in reflection and practical application using resources that are present throughout their graduate study of psychology, and work toward building a foundation for academic and professional success as scholar-practitioners and agents of positive change. Students also learn to integrate a Catholic Christian vision of the person with best practices in psychological theory, research, and intervention. This holistic view affirms the person as possessing intrinsic dignity, as free and able to make responsible choices, relational and connected to others and society, and as seeking psychological well-being, moral character, and spiritual growth. Finally, students assess the benefits of the graduate study of psychology for their personal and professional goals through creating a professional development plan. The course concludes with a two day mandatory online residency to deepen students' understanding of these foundational concepts together as a virtual learning community. (3 credit hrs)

PSY 555 – Relationship and Intervention Skills Theory and Application (Human Services Elective)

The focus of this course is on developing the competencies (knowledge, attitudes, and skills) necessary for becoming an effective helping professional.   These competency areas include interviewing skills, skills for building and maintaining helping relationships with clients, case conceptualization, intervention planning, case management, and group facilitation skills. Students will also consider interpersonal skills such as de-escalation, negotiation, and crisis intervention. Knowledge of ethical principles and models of decision making, related to the helping professions are covered. Students also learn to identify and consider diversity issues in the context of providing services as a helping professional.

PSY 560 – Human Growth and Development Across the Lifespan (Core Course)

Students in this course explore the biological, psychological, and social factors of human growth and development through the lifespan from conception through aging and end of life. Students examine basic processes and theories, and evaluate the developmental milestones that occur across the lifespan. Topics covered include emotional, cognitive, interpersonal, moral, and spiritual development. This course presents a special focus on flourishing across the lifespan and the application of developmental insights to practical issues that arise within the helping professions.

PSY 565 – Developmental Psychopathology — Risk and Resilience (Core Course)

PSY 565 Developmental Psychopathology — Risk and Resilience introduces students to the concept of developmental psychopathology along the continuum of stress, distress, and disorder with focus on behavioral, experiential, and relational manifestations of mental health. This course reinforces the comparative distinctions between normative and psychopathological developmental pathways from infancy through adolescence. The current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) is introduced as a method for categorizing symptoms and for classifying psychopathology. A variety of perspectives on psychopathology are presented to form an integrative and systemic context for diagnostic considerations. Emphasis is placed on understanding cultural, biological, social, and spiritual / religious domains, along with the factors of risk and human resilience in the development of psychiatric disorders. Students will be able to develop an understanding of clients through this comprehensive model of psychopathology. (3 credit hrs)

PHT 508 The Catholic-Christian Vision of Flourishing: Virtues & Vocations This course develops the Catholic-Christian vision of personal and interpersonal flourishing in terms of virtues and vocations. First, students explore how the cultivation of virtue leads to personal awareness and development, increased freedom, and growth in the spiritual life. Second, students consider three levels of vocation and their discernment: (1) a call to goodness and holiness; (2) a call to being single, married, ordained or religious (consecrated); and (3) a call to work and service to one's neighbors. Students examine how the virtues can help persons flourish in areas or phases of their life where they are languishing and, in turn, live out their vocational commitments well.

Lastly, the course will identify concepts from positive psychology as well as evidence and interventions that support this vision of human flourishing, which consists of a life of virtue and committed vocations. (3 credits)

PSY 570 – Statistical Analysis for Psychology and the Social Sciences (Core Course)

Statistical Analysis for Psychology and the Social Sciences introduces the student to foundational concepts of statistics such as scales of measurements, descriptive statistics, hypothesis testing, and basic univariate inferential statistics. Students learn to perform basic statistical analyses choosing the appropriate analysis for a given research question using statistical software. Finally, students approach the study of statistics from a practical problem-solving and intelligent, critical consumer of research literature perspective in order to be scientifically minded when selecting appropriate assessment instruments, and programs and interventions.

PSY 575 – Social Psychology, Groups, and Diversity (Core Course)

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

PSY 585 Research Methodology and Design, Evidence-based Practice, and Program Evaluation (Core Course)

This course introduces students to quantitative and qualitative research methodology and design as well as basic concepts of psychometrics. Concepts are applied to being an evidence-based practitioner and being a critical evaluator of programs and services. In examining these topics, this course focuses on reading current research with a critical eye as well as designing and planning research studies that can evaluate effectiveness of programs and interventions. Finally, students consider ethical and fair yet thorough approaches to research design, program evaluation, and outcome research. Such skills promote increased effectiveness and efficiency in a variety of settings. (3 credit hours)

PSY 590 – Leading People, Programs, and Organizations (Leadership Elective)

This course covers two key areas: (1) leading teams, programs, and organizations and (2) the psychology of organizational leadership. Students examine the core competencies that leaders

need to address the challenges they face to make a greater difference in the communities they serve. A broad range of skills and approaches are discussed: autonomy, supporting work environments, human dignity in the workplace, leading with empathy, Tuckman stages of group formation, relationship between performance and pressure as well as the supervision of staff and volunteers. Finally, students learn the framework, theories, and processes of program planning and execution and analyze approaches to assess organizational needs and how to address those effectively (3 credits)

PSY 595 Transformational Leadership. In this course students appraise the principles and the scholarly foundation of transformational leadership from a Catholic Christian perspective. Students (1) evaluate the utility of transformational leadership for visioning and then accomplishing an organizational mission; (2) develop strategies for managing stressful situations; (3) discern the importance of being a role model and developing the skills required to be a transformational leader; (4) analyze various motivational techniques for influencing individuals and groups; and (5) develop strategies for building a learning organization, celebrating successes, and fostering personal and professional growth in others.

PSY 599 - Capstone Writing Course (if applicable, 1-3 credits)
Individualized plan of study focused on the writing of the Capstone project. Students who transferred into the program or students who require additional time and support for the writing of the different parts of their Capstone project will receive support in this course. In depth instruction on APA format and academic writing as applied to the Capstone project will be the focus of this course. Students who received a grade below a B- in any of their major Capstone sections (introduction, integrative literature review, psychological literature review, decision making and motivation paper, implementation and evaluation plan; target population papers) will be required to take PSY 599 as a 1-credit course. Students receiving a grade below a B or desiring to improve their academic writing towards excellence are strongly encouraged to enroll in the course.

PSY 615 Applied Leadership Skills (Leadership Elective)
In this course students appraise tenets of self leadership by examining personal biases, using critical self reflection, and evaluating self-regulatory behaviors affirming the fundamental goodness and innate dignity of the person. Students learn interpersonal skills relevant to a variety of leadership settings. Students analyze ethical principles and models of decision making related to the self, group, and organizational leadership. Students identify diversity issues especially relevant to leadership settings. The course emphasizes the value of leading with humility, authenticity, and self-sacrificial behaviors to promote flourishing in others. (3 credit hrs)

PSY 620
This course is required for students in the prePhD concentration and guides them through all the phases of planning and executing a scientific project that results in a master's thesis. The thesis must have an applied science emphasis informed by the Catholic-Christian vision of the person with the overarching goal of supporting the flourishing of the whole person. Through this

thesis work students have the unique opportunity to further explore scientifically at a deeper level a topic related to an area of interest, work, or ministry. The topic may be informed by but is not required to be related to prior work on the capstone project. Students will generate research knowledge that can be shared professionally with others through their thesis, conference presentations, or peer-reviewed published articles to engage with the scientific and broader community. PSY 620 is a 1-credit course; students in the prePhD concentration will register for this course for six consecutive terms which will take the place of two elective courses.

Appendix C: MSP Degree Overview

Student:		Admission Year/Term:
Advisor:		Expected Graduation:

Course	Credits	Capstone Assignment	Completion	Grade
		Phase I		
LIB 500 Library Orientation	0			
MSP 500i Program Orientation Course	0			
PSY 550 People Flourish: A Catholic-Christian Approach to Psychology	3			
Virtual Residency	0			
Advisement	0	Meet with advisor for orientation to Capstone/ choice topic (hold if not completed)		
		Phase II		
PSY 560 Human Development Across the Lifespan	3	Capstone topic; introduction Capstone target population paper		
Elective I	3			
PHT 508 The Catholic-Christian Vision of Flourishing: Vocations & Virtues	3	Integrative literature review		
PSY 515 Cognition and Emotion Across the Lifespan	3			

Elective II *Depending on schedule*				
Advisement	0	Meet with advisor to review Capstone progress (hold if not completed)		
Phase III				
PSY 565 Developmental Psychopathology - Risk and Resilience	3	Risk and Resilience Study		
PSY 570 Statistical Analysis for Psychology and the Social Sciences	3	Psychological literature review		
Elective II *Depending on schedule*				
PSY 575 Social Psychology, Groups, and Diversity	3	Target population paper		
Advisement	0	Meet with advisor to review Capstone progress (hold if not completed)		
Elective III				
PSY 585 Evidence-based Practice and Program Evaluation	3	Implementation Plan		

Capstone Overview

Topic choice: Student should choose a 'problem' issue they have observed in a real work setting (e.g. hopelessness in veterans; anxiety in adolescence; marital struggles in young couples;

loneliness of the elderly, burnout prevalence in work settings,...) that they would want to address through a psychoeducational or otherwise non-clinical intervention.

Introduction: Students will describe the importance of the topic by describing the prevalence and the risk of the problem they are addressing.

Target Population Paper - Developmental Perspective: Students will describe the target population of their Capstone project from a developmental psychology perspective

Integrative literature review: Review the theological and philosophical literature related to the Capstone project.

Motivational Psychology and Decision Making Processes Paper:
Students review and apply research related to motivational psychology and decision making processes in order to achieve higher involvement and effectiveness of their intervention.

Vulnerability and resilience paper will focus on factors associated with vulnerability and resilience related to the problem being addressed in the Capstone project. Paper will show from the research literature how an awareness of risk and resilience from the research literature will increase the effectiveness of the intervention (3-4 pages)

Psychological literature review: Review the psychological research literature related to the topic of the Capstone project.

Target Population Paper - Social/Cultural Perspective: Students will describe the target population of their Capstone project from a social psychology/cultural perspective

Implementation Plan: Students should describe their proposal in depth. They need to be sure to address questions such as who will implement it, the length of the program, and logistics of the program. The implementation should align with the theoretical model they chose (e.g. if they choose CBT the implementation would include working on participants' thought processes at some level).

Evaluation Plan: Students are encouraged to think about what they want to accomplish most and what their main goal is for implementation. How would they know if they accomplished their goal?

Outline of Final Capstone Paper (old curriculum)

The final Capstone paper, created in PSY 595, should be organized according to the following outline:

Title Page

Table of Contents

Introduction

Integrative Literature Review

Psychological Literature Review

Theoretical Model

Implementation Plan

Evaluation Plan

References

Appendices

       Target Population Paper

       Capstone Reflection paper

       Questionnaire (created in PSY 585)

       Lessons plan materials (if applicable)

Potential Capstone Topics

Students are encouraged to choose a Capstone topic based on a problem or issue they have observed in their work or ministry settings and that they would be interested in exploring more deeply. The following are examples of potential topics.

Example 1: Mentoring Program for Adolescents
For this topic, you can focus on an at-risk behavior (e.g. excessive video game use , social isolation, binge drinking) or another struggle such as anxiety, low self-esteem, struggle in the faith and explore how a parish- or other community-based programs can help adolescents overcome the struggles on which you are focusing.

Example 2: Working with Elderly People or Support for Individuals Working with Elderly People
For this topic, you will want to consider the unique challenges elderly people face or issues with compassion fatigue or burnout for those who care for elderly people. You will explore how your project could address this issue through a psychoeducational intervention or other program.

Example 3: Workshop/Retreat on "Human Formation Using Positive Psychology and the Virtues" for Seminarians, Priests, Religious, ...
For this topic, you will want to consider the unique stressors of seminarians, priests, religious, and laity active in the church and how your intervention can assist this group in dealing with their unique set of stressors.

Example 4: Marriage Preparation or Restoration
For this topic, you will want to consider the unique challenges young couples face in preparing for marriage and living as married couples. You will want to explore ways to support couples towards living healthy and flourishing relationships.

Students who would like further support and input for the choice of their topic are encouraged to reach out to their academic advisors.