



DIVINE MERCY
UNIVERSITY

2021-2022

INSTITUTE FOR THE
PSYCHOLOGICAL SCIENCES
PSYD PROGRAM

Table of Contents

Welcome	7
About Divine Mercy University	9
DMU Vision	9
DMU Mission	10
Statement of Identity	10
A Catholic Christian Vision of the Person	12
Ex Corde Ecclesiae	13
Board of Directors	15
Degrees Offered	15
Certificate and Continuing Education Programs	16
Degree Granting Authority/State Authorization	16
Accreditation	17
Institutional Accreditation	17
Program Accreditation	17
Academic Excellence	17
Academic Freedom	18
Board Policy on Diversity	18
Harassment-Free Environment	19
Campus Facilities in Sterling, VA	20
Psy.D. Program Overview	21
IPS Vision	21
IPS Mission	21
Objectives-Institute for the Psychological Sciences	22
Overview	23
American Psychological Association (APA) Accreditation	23
Doctor of Psychology Program Goals	24
Admission	26
Psy.D. Admission Requirements	26
Admission Process to the Doctor of Psychology	27

Admission Requirements for International Students, Onsite Programs	28
Statement of Non-Discrimination	30
Deferral of Enrollment	30
Re-Application for Admission of Previously-Enrolled Students	31

Enrollment 33

Psy.D. Enrollment Status	33
Course-for-Credit or Audit	34
IPS Courses Available for Audit and Non-Degree Students	36
Criteria for Transfer of Credit	36
Life Experiences and Course Exemptions	38
Registration for Classes	38
Add/Drop Course Change Policy	39
Leave of Absence	40
Withdrawal from the University	41
Transcripts	42
Enrollment Verification	42
International Student Visa Requirements	42

Psy.D. Program Requirements 43

Psy.D. Degree Requirements	43
Professional Competence and Evaluation Policy	44
Psy.D. Curriculum	45
Competencies	50
Remediation	53
“At-Risk” and Dismissal from Program	53
Residency	54
Psy.D. Clinical Comprehensive Exam	54
Doctoral Dissertation	55
Pre-Doctoral Internship	55
Psy.D. Degree Time Limit	56
Master of Psychology Awarded En Route	56
Graduation Requirements	57
Course Descriptions	58

Academic Policies	76
Academic Integrity	76
Class Attendance	77
Class Cancellations/Emergency Closing	78
Papers and Publication Style	79
Plagiarism	79
Copyright policy	80
Language Requirements	83
Final Examinations	84
Course Evaluation by Students	84
Grading Policy	84
Grade appeals	87
Academic Good Standing	87
Student Records	88
University FERPA Policy	88
Privacy Protection for Students Enrolled in Distance Education and Accessing DMU Website	93
Student Contact Information	97
Internet Use in the Classroom	98
Electronic Device Use Policy	98
Student Freedom of Expression	98
Representing and Communicating about DMU	99
Student Presentation/Publication Policy (PsyD)	99
Distribution of Materials	99
Student Publications	100
Official Communication	100
University Assigned Accounts	100
Student Grievance Process Policy	101
Academic Resources	106
Academic Advising and Mentoring	106
Faculty Availability and Accessibility	106
Disability Support Services	107
The Mary S. Thelen Library	107

Study Areas	109
Computer Lab	109
Computer Access Policy	110
IPS Training Clinic	110
Writing Resource Service	111
Canvas Learning Management System	111
The Blessed John Henry Cardinal Newman Lecture Series	112

Financial Information **112**

Financial Policies	112
Tuition and Fees, 2021-2022	112
Expenses	113
Payment of Student Account	114
Payment Plans	114
Refund Policy, On-Site Programs	115
Delinquent Accounts	116

Financial Aid **117**

PsyD 2021-2022 Estimated Cost of Attendance	117
Financial Aid Overview	118
Types of Aid	118
Financial Aid Resources	120
Applying for Financial Aid	121
Financial Aid Application Deadlines	122
Financial Aid for International Students	122
Award letters	122
Federal Loan Eligibility Policies	123

Student Support Services and Policies **130**

Student Support Services	130
Student Leadership Committee	130
Chaplaincy / Campus Ministry	130
Student Code of Conduct	131
Proper Attire Policy	133
Drug & Alcohol Use	133

Smoking Policy	134
Pet Policy	134
Parking	134
Student Housing	135
Career Services	135
Counseling Services	136
International Students Support	137
Student Insurance	137
Safety and Emergency Procedures	137
Emergency Treatment	138
Social Activities	138
University Administration and Staff	139
Faculty	142
Full-time/Part-time Faculty of the PsyD Program	142
Adjunct Faculty of the PsyD Program	143
DMU PsyD Academic Calendar 2021-2022	144
Regarding the Academic Catalog	147
Notification of Policy Changes to Students	147

Doctoral Program in Clinical Psychology

2021-2022 Catalog

Welcome

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

Building a program which integrates the best of psychology and clinical mental health counseling with the Catholic-Christian vision of the person is a challenging task, yet we have made remarkable progress over these short years:

- Our past and current students have come from over 30 states as well as 13 other countries.
- Our alumni are serving in many parts of our nation and abroad, building Catholic psychology practices.
- Our efforts have been recognized by Pope Benedict XVI (then Cardinal Ratzinger) and Pope John Paul II*, among many other distinguished intellectuals of our day.
- In 2014, we introduced our first online Master's degree, a Master of Science in Psychology, designed for working professionals and those in pastoral ministry.
- In 2015, the institution changed its name to Divine Mercy University and announced the establishment of a School of Counseling to offer the Master of Science in Counseling with a specialization in Mental Health Counseling, beginning Fall 2016.
- In 2016, the Psy.D. program was granted accreditation by the American Psychological Association.
- On July 1, 2019, the University relocated to its new campus in Sterling, Virginia.

- The 2019-2020 academic year was our 20th anniversary.

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

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

God bless,

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

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

Doctoral Program in Clinical Psychology 2021-2022 Catalog

About Divine Mercy University

Divine Mercy University (DMU) is a Catholic graduate school of psychology and counseling, founded in 1999 as the Institute for the Psychological Sciences. The University is dedicated to the scientific study of psychology with a Catholic understanding of the person, marriage, and the family. The University offers the following degrees: Master of Science (M.S.) in Clinical Mental Health Counseling, Master of Psychology (M.Psy.), Master of Science (M.S.) in Psychology, and Doctor of Psychology (Psy.D.) in Clinical Psychology.

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

DMU 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 will educate new generations of professionals in psychology-related fields and open new areas of scholarship for theories that explore the relationship of the human psyche and Catholic-Christian theological, philosophical and anthropological principles.

DMU 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.

Statement of Identity

Divine Mercy University (University) is a Catholic institution formed to train leaders in the field of psychology and counseling. According to its mission statement, "the University is dedicated to the renewal of the Catholic-Christian intellectual tradition and the integration of the theoretical and empirical bases of psychology, professional counseling and related fields, with a Catholic-Christian view of the human person through teaching and learning both knowledge and critical skills. "

The life of the University is rooted in and fully informed by the teaching of the Catholic Church. This vision involves every aspect

of life at the University, including the training model, education in the classroom and the clinic, intellectual and scholarly pursuits, and our common life as an academic community. The identity of the University finds its primary source in the word of God, which is expressed in the whole Tradition of the Catholic Church (Scripture and Magisterium) (Dei Verbum [The Word of God, Dogmatic Constitution on Divine Revelation of the Second Vatican Council], DV, sec. 7-10).

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

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

All are called to live a relationship of love with God. God calls each person through a unique vocation to holiness; the gift of self is the archetypal form of the person's response to this call. Some people are called to special states in life (marriage, ordained, or consecrated celibacy). Everyone is called to glorify God and serve others through their work. We view the pursuit of graduate

studies at the University and the work of professional psychology in vocational terms, as a response to God's call.

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

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

A Catholic Christian Vision of the Person

A Catholic Christian vision of the person permeates all the University's teaching and training. This vision guides our programs, which form mental health and helping professionals to meet the growing demand in today's culture for therapists who respect the dignity and uniqueness of every person. The University's clinicians go beyond simple symptom relief to facilitate true healing and growth for clients and their families. Our training emphasizes not only assessment and treatment of disorders, but also how to help clients develop virtues and respond to their callings to flourishing and communion.

To assist in articulating this integrated understanding of reality and each person's spiritual, interpersonal, emotional, and temporal dimensions, the University faculty – mental health professionals (clinicians and theoreticians), bio-psycho-social scientists, philosophers and theologians – meet regularly in a research group called the Faculty Integration Project. More than a decade of this multidisciplinary work has resulted in “The Catholic Christian Meta-Model of the Person”.

This vision of the person brings together the theoretical, clinical, and empirical-knowledge of psychology and counseling with philosophical and theological insights about the person from the perspective of the Catholic faith. This training model also emphasizes the particular vocations of both the therapist and the client. It views the mental health professional as having a vocation to heal, and believes that each person's vocational state – single, married, raising a family, professional, member of the clergy – plays an integral role in the therapeutic process. By understanding the whole person, clinicians can provide more effective treatment.

Ex Corde Ecclesiae

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

*”The *mandatum* is fundamentally an acknowledgment by Church authority that a Catholic professor of a theological discipline is a teacher within the full communion of the Catholic Church. The

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

Board of Directors

Fr. Shawn Aaron, L.C.	Cumming, Georgia
Mrs. Evelyn Auth	Naples, Florida
Mr. Thomas Cunningham, Chairman	Ellicott City, Maryland
Mr. Frank J. Hanna, III	Atlanta, Georgia
Fr. John Hopkins, L.C., Vice Chairman	Pasadena, California
Christopher Laconi	Cambridge, Massachusetts
Bishop Paul S. Loverde	Arlington, Virginia
Dr. G. Alexander Ross	Vero Beach, Florida
Fr. Charles Sikorsky, L.C., President	Brambleton, Virginia
Dr. Barry Sugarman	Glendale, California
Mr. Eugene Zurlo	Charleston, South Carolina

Degrees Offered

Divine Mercy University offers the following degrees:

- Master of Science in Counseling (MSC)
- Master of Science in Psychology (MSP)
- Master of Psychology (MPsy)*
- Doctor of Psychology in Clinical Psychology (PsyD)

*The Master of Psychology (MPsy) is awarded to students enroute to the doctoral in clinical psychology degree program.

Certificate and Continuing Education Programs

Divine Mercy University offers courses and programs for certificate and continuing education credits. These courses and programs earn no degree credit and are not acceptable for transfer credit to any of Divine Mercy University's degree programs.

Degree Granting Authority/State Authorization

Divine Mercy University was formed, chartered, and established in the Commonwealth of Virginia in 1998, is accredited by a U.S. Department of Education recognized accrediting agency, and is therefore exempt from the requirements of certification or approval by the State Council of Higher Education for Virginia (SCHEV). The exemption entitles the University to conduct academic affairs or business without seeking or obtaining SCHEV approval. The resulting scope of the institutional autonomy includes:

- offering courses or programs for degree credit;
- enrolling students in courses or programs;
- conferring or awarding degrees;
- initiating other programs for degree credit at a new or additional level; and
- offering instruction at additional or new locations.

State Authorization Reciprocity

Divine Mercy University has been approved to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA.org).

Accreditation

Institutional Accreditation

Divine Mercy University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award master's and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Divine Mercy University.

Program Accreditation

APA Accreditation

The IPS doctoral program in clinical psychology (Psy.D.) is accredited by the Commission on Accreditation of the American Psychological Association (APA).

**Questions related to the program's accredited status should be directed to the Commission on Accreditation:*

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979 / E-mail: apaaccred@apa.org

Web: www.apa.org/ed/accreditation

Academic Excellence

The curriculum at the University was developed according to criteria set by licensing laws and best practices guidelines established on the national level by professional associations. The success of the University programs can be witnessed on a number of levels:

- All doctoral graduates who apply for licensure are licensed. They are employed throughout the country and around the world, in private practice, serving dioceses, conducting

assessments and running therapy groups in various clinical settings, and writing and speaking on topics in the field of psychology;

- Doctoral students, in the course of their training, are placed in paid internship sites, which is validation of our rigorous and comprehensive curriculum and clinical training. The doctoral programs interns and externs consistently receive the highest ratings from their respective training directors and supervisors;
- The Doctoral Program in Clinical Psychology is accredited by the American Psychological Association (APA).
- The Board of Directors, faculty, staff, and administration of the University are committed to maintaining the highest academic standards in teaching and clinical training by supporting innovative programs and through an ongoing process of evaluation and continuous improvement.

Academic Freedom

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

Board Policy on Diversity

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

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

Harassment-Free Environment

It is the policy of Divine Mercy University that no student, employee, or volunteer of DMU should be subject to unsolicited, unwelcome, abusive, or offensive conduct of either a verbal or physical nature. Harassment refers to behavior that is not welcome, is personally offensive, interferes with efficiency or creates uneasiness. Examples of harassment include, but are not limited to: repeated offensive sexual flirtations, advances or propositions; continued or repeated verbal abuse of a racial nature; graphic, degrading, or demeaning ethnic comments about an individual or about his/her appearance; the display of sexually suggestive objects or pictures; or any other offensive or abusive verbal comments or physical contact. Further, students and employees will not be subjected to third party harassment, which is defined as behavior that is personally offensive to an observing party. Students or University representatives engaging in any act that harasses or discriminates against another person because of age, race, color, national or ethnic origin, gender, religion, marital status, or the presence of a disability, shall not be tolerated. Such

conduct is specifically prohibited. Appropriate action will be taken by the University administration.

Campus Facilities in Sterling, VA

The DMU campus is located within the metropolitan area of Washington, D.C., at 45154 Underwood Lane, Sterling, Virginia. The campus comprises approximately 45,000 sq. ft. on 5.1 acres near the Washington Dulles International Airport. The IPS Center training clinic, chapel and conference rooms are located on the first floor. Classrooms, the library, study areas, student computer lab, and the student lounge are located on the second floor. Faculty and administrative offices, conference rooms, and the President's office are located on the third floor of the building. Wireless technology is available throughout the facilities. The IPS Center for Psychological Services (IPS Training Clinic) has a dedicated entrance for clinician and patient use.

Psy.D. Program Overview

IPS Vision

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

IPS Mission

The Institute for the Psychological Sciences is an institution of higher education offering Master's and Doctoral degrees. It is affiliated with the Legionaries of Christ. The Institute is dedicated to the renewal of the Catholic Christian intellectual tradition and the integration of the theoretical and empirical bases of psychology and a Catholic view of the human person. The Institute seeks to provide students an effective academic and educational environment that supports the integration of the psychological sciences and a Catholic understanding of the person through teaching and learning both knowledge and necessary clinical skills. It assists students intellectually and professionally as they prepare themselves to respond to their vocation as mental health or helping professionals. The Institute's mission also involves dialogue about its integrative approach with practitioners and scholars, nationally and internationally.

Objectives-Institute for the Psychological Sciences

1. Through its Master of Psychology (M.Psy.) the Institute provides its students with basic education in the theoretical and empirical bases of psychology, as well as foundational training in clinical skills and their application in a manner consistent with a Catholic understanding of the person. Such education and training prepares students for further graduate training in psychology and allied fields or for career choices appropriate for master's- level graduates.
2. Through its online Master of Science (M.S.) Program in Psychology, the Institute provides its students with a solid background in the theoretical and empirical bases of psychology and prepares them for further graduate studies in psychology and career choices where graduate training in psychology would be an important asset.
3. Through its Doctor of Psychology (Psy.D.) Program, the Institute provides its students with both basic and advanced education in the theoretical and empirical bases of psychology as well as both foundational and advanced level clinical training and experiences. Such a comprehensive, formative experience is aimed at producing practitioner-scholars, psychologists who can provide effective services in an ethical manner that is sensitive to human diversity and consistent with a Catholic understanding of the person. The program also seeks to provide its students with knowledge and skill sets which allow for future development and participation in a wide variety of professional roles, leadership opportunities, and career choices available to psychologists trained at the doctoral level.

Overview

The Psy.D. program is a five-year program consisting of 122 semester credit hours of coursework: 103 credit hours of psychology, 10 credit hours of integrative studies in philosophy and theology, and a minimum of 9 credit hours of dissertation research. The Psy.D program can be completed in five years. Students typically complete 14-17 credits per semester.

Students in the doctoral program must also: complete a minimum of 1,500 hours of clinical externship that includes 475 hours in direct service (with the initial year of practicum training in the IPS Center for Psychological Services and additional training in both secular and nonsecular off-site clinical settings); pass a comprehensive examination, author and defend a doctoral dissertation, and complete 2,000 hours in an APPIC-member pre-doctoral internship.

This program adopts as its training model the Practitioner-Scholar model, which is based upon guidelines developed by the National Council of Schools and Programs of Professional Psychology (NCSSP). The training model includes principles of the IPS Catholic-Christian Meta-Model of the Person (CCMMP).

American Psychological Association (APA) Accreditation

The IPS doctoral program in clinical psychology (Psy.D.) is accredited by the Commission on Accreditation of the American Psychological Association (APA).

**Questions related to the program's accredited status should be directed to the Commission on Accreditation:*

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979 / E-mail: apaaccred@apa.org

Web: www.apa.org/ed/accreditation

Doctor of Psychology Program Goals

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

Goal 1: Foundations in Psychological Sciences and Research

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

Goal 2: Integrity in Practice

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

Goal 3: Assessment and Diagnosis

Graduates will be able to: conduct clinical interviewing; perform intake evaluation; demonstrate knowledge in the administration, scoring, and interpretation of psychological assessment; integrate multiple sources of test data and clinical interview information into a written report; diagnose; and develop a treatment plan;

Goal 4: Therapeutic Intervention

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

Goal 5: Professional Roles

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

Goal 6: Clinical Practice from a Catholic Integrative Perspective

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

Admission

Psy.D. Admission Requirements

The following are the requirements for admission to the Doctoral Program of Psychology:

- A baccalaureate degree from a regionally accredited institution
- Minimum cumulative undergraduate GPA of 3.0 on a 4.0 scale, or a minimum of a 3.5 GPA for graduate degrees.

Applicants with less than the minimum cumulative GPA may be considered for admission. An applicant with such circumstances should contact the Admissions Office directly before completing the application process.

Preference will be given to applicants with an Undergraduate degree in psychology. To make up for these deficiencies, applicants admitted without a minimum of 18 undergraduate credit hours of coursework in basic psychology content areas (e.g., abnormal, developmental, experimental, physiological, and social psychology, statistics, tests and measures, learning and motivation, or personality theory) are required to successfully complete the IPS general psychology course, which is a year-long overview course, required to be successfully completed during the first year of the program.

- Official GRE general test scores (DMU school code 5639) within the past five years. (The GRE score is required of all applicants; no preferred minimum score has been established for admission to the program.)
- Application for Admission
- Three Recommendations, at least two of which must be from current or former faculty having the ability to assess future success in doctoral-level clinical psychology education and training

- Official transcripts from all post-secondary institutions attended
- Essays (see Application for Admission)
- Current Curriculum Vitae or Resume, inclusive of work/employment history
- Non-refundable \$55 application fee
- On Campus Interview: After all paperwork listed above is submitted, competitive applicants will be invited to interview on site with a number of PsyD faculty. The on campus interview is required for admission to the Psy.D. program.

Note: Additional Requirements may apply for international applicants. Please see the “Admission Process for International Students” section of the catalog for more information.

Admission Process to the Doctor of Psychology

Admission to the Doctor of Psychology (Psy.D.) in Clinical Psychology program is open to applicants who have completed an undergraduate degree, preferably in psychology, at a regionally accredited institution of higher learning.

There are two phases of the admission process:

1. **Application Packet:** A completed application packet received in the Office of Admissions is required to progress to the second phase of the admission process.
2. **On Campus Interview:** Competitive applicants are selected for the final interview required for admission to the Psy.D program after submission of all application materials.

Please note that interviews are not guaranteed at any point in the process.

It is the applicant’s responsibility to arrange for the forwarding of official transcripts from all undergraduate and graduate schools

attended, and to ensure that all required application materials reach the Office of Admissions before the intended deadline(s).

Applicants to the Psy.D. Program should note that given the University's aim to integrate psychology and a Catholic philosophical and theological understanding of the human person, all students are required to complete 12 semester credit hours in the areas of theology and philosophy in order to graduate. Students who apply should be prepared to undertake rigorous graduate level studies in philosophy and theology in areas relevant to psychology.

Admission Requirements for International Students, Onsite Programs

All Admission Requirements are the same as for any student. In addition to submitting all the required program application materials and meeting the program admissions requirements listed, there are two additional requirements that may apply:

- Applicants holding degrees from outside the United States must arrange to have any international transcript(s) translated and a "Course-by-Course" evaluation completed and sent directly to the University from a NACES approved evaluation service (i.e., www.wes.org or www.ece.org). In addition, official transcripts must also be sent directly to the University from the institution(s). Applicants holding degrees from outside the United States must demonstrate post-secondary education that is, at minimum, equivalent to a U.S. bachelor's degree.
- Applicants whose native language is not English must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the past two years and the scores must be submitted directly to DMU by the testing agency (DMU school code 5639). TOEFL scores must be at least 100 on the internet-based TOEFL (iBT), 250 on the computer-based (CBT), and 600 on the paper-based (PBT) version. Academic IELTS scores must fall into the overall

band of at least 7.0, with no individual band scores below 6.0. Test results must be sent directly from the testing agency, which only make them available for up to two years from the test date.

Student Visas

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

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

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

The following are required at the interview

(http://travel.state.gov/visa/temp/types/types_1268.htm):

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

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

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

Please consult the International Student Visa Requirements section in the Catalog for further information.

Statement of Non-Discrimination

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

Deferral of Enrollment

Admission is granted only for the academic year to which the applicant applies. An applicant wishing to defer admission may request a deferral of admission to the next academic year. Deferral of enrollment does not guarantee deferral of financial aid package.

1. The request to defer enrollment must be received in writing by the Office of Admissions before the deadline for accepting the offer of admission; and
2. Approved by the PsyD admissions committee
3. The deferred applicant must meet current admission and/or degree requirements adopted since original application.;
 - a. Personal Statement “A” explaining how personal their current goals coincide with study at the University;
 - b. official transcripts reflecting any academic work completed since the original submission;
 - c. Acknowledgement of applicant terms;
 - d. Interviews, as applicable
 - e. Resubmission of any application materials that may have expired since original submission (i.e. test scores, etc.)

Re-Application for Admission of Previously-Enrolled Students

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

1. revised application form, including updated contact information;
2. revised Personal Statement “A,” stating the reasons for their desire to return to complete their studies at the University;
3. official transcripts reflecting any academic work completed during the time they have been away from the University;
4. at least one letter of recommendation from a professor or employer which reflects the applicant’s accomplishments or

abilities in the time they have been away from the University;
and,

5. Current application fee.

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

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

Students who have financial obligations to the University are ineligible for re-admission until their obligations are satisfied.

Students who have left the program and who were not in good standing may apply for admission to the program following the normal admission process.

Enrollment

Psy.D. Enrollment Status

The Psy.D. Program is a full-time program. Students are required to maintain full time enrollment each semester, including summer semester.

A Psy.D. student is considered full-time when:

- a) enrolled in a minimum of nine credit hours each 15-week semester, or enrolled for a minimum of 4 credit hours during a 5-week semester; or
- b) enrolled in a minimum of six credit hours each 15-week semester and enrolled in a practicum/externship; or
- c) any student enrolled exclusively in PSY 899 for three or more dissertation credit hours *after* completing all other degree requirements (i.e., satisfactory completed all required coursework, oral examinations, externships, and internship); or
- d) engaged full-time in the approved pre-doctoral internship .

Students may need to enroll and successfully complete more than the minimum number of credit hours for full-time status in order to complete within the program's Time to Complete requirements. The Psy.D. Curriculum's Typical Course Sequence outlines the optimal course load required to meet the program's Time to Complete requirements.

Students should be aware that courses in the Psy.D. program may be offered only once each academic year and often have pre-requisites. Taking courses outside the established sequence could postpone eligibility for externship, comprehensive examinations, dissertation completion, and internship, as well as graduation.

Students must be aware that there may be potential consequences of enrolling in and completing a reduced course load (i.e, either below full-time status or out of the Typical Course Sequence). Consequences may include, but are not limited to, potential reduction of financial aid awards, SEVIS status, degree completion time, etc., The student is responsible for taking necessary action with the corresponding offices (i.e., Financial Aid, Student Accounts, International Student Office, Registrar, Academic Advisor) to comply with appropriate policies and requirements.

Doctoral students must remain continuously enrolled until they have completed all program requirements, including the dissertation and pre-doctoral internship. Those students who have completed all required coursework, including the dissertation, but are not yet enrolled in a pre-doctoral internship must follow the normal registration process each applicable semester and pay the Psy.D. Continuous Enrollment Fee to fulfill the continuous enrollment requirement. These students' enrollment status is considered part-time. (See additional information in Psy.D. Degree Time Limit policy below.)

Course-for-Credit or Audit

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.

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.

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 Registrar 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.

IPS Courses Available for Audit and Non-Degree Students

Only the following courses are eligible to be taken by (unless special permission is granted by the Program Director and Academic Dean): PHT 505, PHT 506, PHT 535, PHT 614, PHT 635, PSY 500, PSY 503, PSY 504, PSY 605.

Criteria for Transfer of Credit

Graduate credits are transferable from regionally accredited institutions. Courses considered for transfer must have been completed within a period of six years prior to acceptance into the University's programs. Exceptions to this time limit may be granted for applicants who have been actively involved in the field in which the degree was earned on a continuous basis prior to admission. Extension, continuing education, or in-service courses that are not intended by the institution offering the courses as part of a degree program are not acceptable for transfer credit to the University. No graduate credit can be awarded for undergraduate-level courses.

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

Transfer of graduate credits earned at other institutions is not automatic. Only graduate credit for courses determined to be equivalent to courses offered at the University can be transferred

for course credit. In addition, only courses for which a grade of B (3.0) or better is obtained will be considered for transfer.

Applicants should note that given the unique mission of the University, certain courses completed at other academic institutions may differ significantly in content, although a similar title is given to the course at both institutions. Therefore, the following courses typically are not eligible for transfer from another institution:

- PHT 505 Philosophical and Theological Anthropology I
- PHT 506 Philosophical and Theological Anthropology II
- PHT 535 The Catholic Vision of Spiritual Maturity
- PHT 614 Practical Reasoning and Moral Character
- PHT 635 Theology of Marriage and Family
- PSY 512 Law, Ethics, and Psychology
- PSY 516 Basic Interviewing and Clinical Skills
- PSY 609 Adult Psychotherapy
- PSY 610 Child Psychotherapy
- PSY 611 Marital Psychotherapy
- PSY 724 Advanced Adult Psychotherapy
- PSY 734 Advanced Child, Marriage, and Family Therapy I
- PSY 736 Child Psychopathology
- PSY 836 Advanced Personality Assessment

Students wishing to apply for transfer of credit to the University must be enrolled in a degree program and must submit the appropriate transfer of credit form (obtained from the Office of the Registrar to the Program Director prior to the end of the second semester in which they are enrolled in their degree program. This

request will be reviewed by the Dean who will notify the student of the decision regarding the request.

Approved Transfer of Credit

Students are notified when transfer credits are approved and the number credits remaining to complete the program. The approved transfer credits are included on the student's educational record for the program and the academic credit is reflected on the student's transcript.

For students participating in the GI Bill or Veterans Educational Benefit program the Veterans Administration is also notified of approval and the number of credits remaining for the student to complete the program.

Life Experiences and Course Exemptions

The University does not permit course exemptions for life experiences.

Registration for Classes

Attendance at any University class is not permitted unless the person is registered for the class. Students whose accounts are not current will not be permitted to register for classes. Students registering for a course-for-credit or audit must register no later than the last day of the published add/drop period each semester or term.

For onsite programs

For planning purposes, fall semester registration for returning students takes place in April of the preceding academic year and spring and summer semester registration for returning students takes place in November of each year. New student registration

opens in June. Any student registering for courses outside of the published registration period are subject to a late registration fee.

For online programs

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

Add/Drop Course Change Policy

Students are permitted to add or drop courses without incurring an academic record of the course throughout the published registration period and during the published Add/Drop Period, with the approval of their Academic Advisor and Registrar. 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 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 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.

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. 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 both the Program Director and the Academic Dean.

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 re-admission to the degree program, subject to the regulations and requirements then in force. In such cases, acceptance into the program is not guaranteed, and any courses taken prior to the interruption of enrollment may not count toward graduation if they were not completed within the time allowed for degree completion.

Students receiving federal financial aid are required to receive counseling 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.

Withdrawal from the University

A withdrawal from the University is defined as dropping all registered courses or failure to enroll each semester prior to completing all requirements for graduation. To withdraw from the University at any time other than the close of the semester, students are required to consult their academic advisor and the Financial Aid Office, complete the University's withdrawal procedure with the Registrar, and obtain official written notification of withdrawal. Discontinuation of class attendance or notification to an instructor of withdrawal does not constitute an official withdrawal from the University. Any student who completes the withdrawal procedure will be assigned a grade of Withdrawal (W), Withdrawal Passing (WP), or Withdrawal Failing (WF) as stated in the University's Add\Drop Course Change Policy. Refunds will be made in accordance with the University's refund policy. In instances where the University's withdrawal procedure is not completed, students will be responsible for the full payment of their accounts.

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

Transcripts

Official and Unofficial Academic Transcripts are issued to designated parties by the Registrar, with the written approval of the student. Students may also obtain unofficial copies of their Academic Transcripts via their student portal. Academic Transcripts cannot be transmitted by the University electronically. Students must have satisfied his or her student account for an Official Academic Transcript to be issued.

Enrollment Verification

A request for written verification of current or former attendance at the university, degrees earned, etc., may be supplied to a third party. Contact the Registrar for the appropriate forms.

International Student Visa Requirements

International Students enrolled in onsite programs or in program-required residencies, are required to maintain valid immigration status throughout their stay in the United States at the University. To maintain F-1 Student Status, international students must:

- enroll in a full-time course of study at the beginning of each session (excluding authorized break periods);
- consult with their Primary Designated School Official (PDSO or DSO) before dropping below a full-time course of study for any reason;
- report address changes to their DSO within 10 days of the Change;
- report any changes in sources of financial support to the DSO;
- seek the approval of the DSO and USCIS before engaging in employment or practical training;
- report any changes in program of study to the DSO within 10 days of the Change;

- report any changes of their academic status to the DSO within 10 days of the Change;
- notify their DSO prior to traveling outside of the United States;
- notify their DSO upon applying for a change in nonimmigrant status;
- notify their DSO upon approval of an adjustment of status to an immigrant;
- consult with their DSO to extend their program;
- notify their DSO if they intend to transfer;
- notify their DSO about changes in their dependent status.

A person whose immigration status is not valid is not considered a current student, and cannot register for classes, participate in the University's activities, or apply for readmission or admission to a degree program.

For more information on maintaining student status, visit:
<http://studyinthestates.dhs.gov/students/maintain-your-status>

For more information for requirements for studying and working while in the U.S., please go to <http://www.ice.gov/sevis/students/>.

Psy.D. Program Requirements

Psy.D. Degree Requirements

The Doctor of Psychology (Psy.D.) Program in Clinical Psychology consists of 122 credit hours of coursework and a non-credit course in library information use and research. The Psy.D. curriculum consists of 103 credit hours in psychology, 10 semester credit hours of integrative studies in philosophy and theology, and a minimum of 9 credit hours of dissertation research. Students must also: complete a minimum of 1,500 hours of clinical externship (with the initial year of practicum training occurring in the IPS Center for the Psychological Services and additional

training occurring in both secular and nonsecular off-site clinical settings), pass a comprehensive examination, author and defend a doctoral dissertation, and complete 2,000 hours in an APPIC-member pre-doctoral internship.

Professional Competence and Evaluation Policy

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

It is important for students and trainees to understand and appreciate that academic competence is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order to appraise the entire range of academic performance, development and functioning of their student-trainees (Adapted from CCTC/APA, 2004).

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

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

Students will be alerted to concerns about professional performance or changes in the University or IPS policy and will receive advisement as deemed necessary.

Psy.D. Curriculum

The Psy.D. Degree requirements are designed to be completed in five years of full-time study, four years of academic coursework on-campus, and one year in a pre-doctoral internship site. Students must be enrolled on a full-time basis throughout the completion of the Psy.D. program.

Students should be aware that courses at the University are offered once each academic year and often have prerequisites. Taking courses outside the established sequence could postpone eligibility for externship/internship as well as graduation

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

Academic Year I: Fall

PSY 504 Psychological Measurement
PSY 512 Law, Ethics, and Psychology
PSY 516 Basic Interviewing and Clinical Skills
PSY 610 Child Psychotherapy
PHT 505 Philosophical and Theological Anthropology I
LIB 500 Library: Information Use and Research

Academic Year I: Spring

PSY 507 Psychopathology
PSY 608 Cognitive/Behavioral Assessment
PSY 609 Adult Psychotherapy
PSY 827 Cultural, Religious, and Individual Diversity in
Clinical Practice
PSY 832 Integrative Dissertation Seminar
PHT 506 Philosophical and Theological Anthropology II

Academic Year I: Summer

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

Academic Year II: Fall

PSY 601 Psy.D. Introductory Practicum I
PSY 613 Personality Assessment
PSY 718 Research Design for the Psychological Sciences
PSY 822 Biological Bases of Behavior
PSY 899 Dissertation II
PHT 614 Practical Reasoning and Moral Character

Academic Year II: Spring

PSY 503 Personality Theories
PSY 602 Psy.D. Introductory Practicum II
PSY 611 Marital Psychotherapy
PSY 836 Advanced Personality Assessment
PSY 899 Dissertation III
PHT 635 Theology of Marriage and Family

Academic Year II: Summer

PSY 603 Psy.D. Introductory Practicum III
PSY 736 Advanced Child Psychopathology
PSY 825 Social Psychology
PSY 899 Dissertation IV

Academic Year III: Fall

PSY 500 History and Systems of Psychology
PSY 701 Foundational Clinical Practicum/Externship I
PSY 724 Advanced Adult Psychotherapy
PSY 734 Advanced Child, Marital, and Family Therapy
PSY 899 Dissertation V

Academic Year III: Spring

PSY 702 Foundational Clinical Practicum/Externship II
PSY 820 Group Psychotherapy
PSY 729 Advanced Statistical Methods
PSY 897 ELECTIVE
PSY 899 Dissertation VI

Academic Year III: Summer

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

Academic Year IV: Fall

PSY 801 Advanced Clinical Practicum/Externship I
PSY 830 The Psychologist as Consultant, Supervisor, and Educator
PSY 897 ELECTIVE
PSY 899 Dissertation VIII

Academic Year IV: Spring

PSY 802 Advanced Clinical Practicum/Externship II
PSY 899 Dissertation IX
PSY 840 Human Sexuality

Academic Year IV: Summer

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

Academic Year V: Fall

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

Academic Year V: Spring

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

Academic Year V: Summer

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

Competencies

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

The Psy.D. competencies measure student attainment of the program's goals and objectives required to earn the Psy.D. degree. Each Psy.D. student is required to achieve, progress, and retain these competencies to graduate from the program. Further, each student is expected to demonstrate continuous and progressive proficiency in the wide variety of competencies as they respond to increasingly complex situations with a greater degree of independence across all levels of their education and training.

The progressive achievement of these competencies are assessed throughout all years of the program and generally fall under three classifications: 1) knowledge and application of the foundational scientific content areas of psychology, 2) clinical knowledge, attitudes and skills, and 3) knowledge and application of a Catholic understanding of the person in clinical work.

A wide variety of methodologies for assessing student competencies are utilized including: clinical rating scales in clinical courses, evaluation of course related assignments, evaluations from practica and internship supervisors, the Psy.D. comprehensive exam, and ratings made through the dissertation process. If a student does not meet the minimal level of achievement for any given competency probe, they must

remediate the competency deficiency through an additional work sample requirement specific to each competency.

Academic Competency

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

Foundational Scientific Courses

- PSY 500 History and Systems of Psychology
- PSY 503 Personality Theories
- PSY 504 Psychological Measurement
- PSY 507 Psychopathology
- PSY 512 Law, Ethics, and Psychology
- PSY 605 Developmental Psychology
- PSY 718 Research Design for the Psychological Sciences
- PSY 729 Advanced Statistical Methods
- PSY 736 Advanced Child Psychopathology
- PSY 760 Professional Roles and Issue
- PSY 820 Group Psychotherapy
- PSY 822 Biological Bases of Behavior
- PSY 825 Social Psychology
- PSY 827 Cultural, Religious, and Individual Diversity in Clinical Practice

Integration Courses

- PHT 505 Philosophical and Theological Anthropology I
- PHT 506 Philosophical and Theological Anthropology II
- PHT 614 Practical Reasoning and Moral Character

- PHT 635 Theology of Marriage and Family

In the event that a student receives a B- or C+ as the final grade in any of these courses, the student will be allowed one opportunity to demonstrate competency, which may include individual study with an alternative, comprehensive evaluation method (revised competency score) specified administered within 30 days of the date grades are due to the Registrar.

If the student's revised competency score is a grade of "B" or better, the student will not be required to retake the course in question. In addition, the grade from the alternative version of the competency score is for the purposes of documenting the student's competency only and will not result in any change of the course grade originally assigned by the instructor.

For final grades of C or lower, students must retake the course. Please see Grading Policy.

Clinical Competency

Clinical competency is evaluated through clinical rating scales as well as clinical practicum/externship and pre-doctoral internship evaluations.

Clinical Skills Ratings

Clinical skills ratings are progressive measures of student attainment of specific aspects of clinical practice and skills. Clinical skills are evaluated in specific courses, and are a program requirement separate from course grades. Acceptable clinical skill ratings are required to successfully progress through the program. See Remediation and the PsyD Program Clinical Training Handbook for additional requirements.

Professionalism Ratings

Professionalism is a required competency for each student in the program and is evaluated each semester and measured in courses, practica settings, and interactions with others throughout the program. Acceptable professionalism ratings are required to successfully progress through the program. See Remediation and the PsyD Program Clinical Training Handbook for additional requirements.

Remediation

The remediation plan is intended to assist the student in meeting the required program competencies in a timely manner for continued progression through the program. A student who fails to meet the minimum clinical, course, and/or program competencies are required to complete a remediation plan. The remediation plan is a formal, written, individualized corrective action(s) plan specifically developed to outline the requirements for the student to resolve any identified problems and deficiencies. A student receives formal, written notification upon successful completion of the remediation plan.

“At-Risk” and Dismissal from Program

“At-Risk”

A student who fails to successfully complete a remediation plan, has multiple remediation plans, and/or errs in a matter of serious gravity (e.g., severe ethical violations), will be deemed “at risk.”

A student determined to be “at-risk” may be dismissed from the program.

Dismissal from program

A student dismissed from the program may elect to pursue due process following the Grievance Policies and Procedures published in the Catalog and Psy.D. Program Training Handbook.

Residency

Students enrolled in the Psy.D. Program are expected to be in full-time residence throughout the entire course of the academic program (all years prior to the pre-doctoral internship). Clinical Practicum / Externship

In order to ensure that students are adequately formed in their clinical skills, in addition to clinical coursework, students are required to complete a minimum of 1,500 hours of clinical practicum/externship. The initial year of practicum training occurs in the IPS Center for the Psychological Services (IPS Center) and additional training occurs in both secular and nonsecular off-site externship clinical settings). At the IPS Center, supervision is provided by on-site supervisors, who provide regular feedback to the student regarding their progress.

Admission to, and progression through, the clinical practicum/externship is contingent upon satisfactory academic progress and successful completion of all program requirements, including each practica/externship training placement as outlined in the Catalog section: Demonstration of Competencies Related to Psy.D. Program Goals and Objectives, and in the Doctor of Psychology (PsyD) Program Training Handbook.

Psy.D. Clinical Comprehensive Exam

In order to assess students' general competence in clinical psychology, comprehensive exams (“comps”) are scheduled to be taken during the end of the third year of study. Successful completion of all sections of the comprehensive examinations is a program requirement. Successful completion of both written and oral components of the comprehensive examination are required for successful progression in the Psy.D. program.

Doctoral Dissertation

A doctoral dissertation must be completed and successfully defended. This requires a minimum of nine credit hours. The doctoral dissertation can take the form of a critical review and analysis of a topic or area in the field of psychology, or it may take the form of original research which can be either theoretical or empirical.

The dissertation topic must be developed in close consultation with the student's Dissertation Chair and a dissertation committee. The dissertation proposal must be approved by the student's dissertation committee prior to applying for a pre-doctoral internship. The dissertation is expected to meet scholarly standards and be of publishable quality. To be successfully completed, the written dissertation must be approved by the Dissertation Committee and successfully defended orally before the dissertation committee.

Psy.D. students must begin enrollment for dissertation credit in the semester following the completion of PSY 832: Integrative Dissertation Seminar, typically taken during the spring semester of their first year of the Psy.D. curriculum. After successful completion of PSY 832, students must be continuously enrolled and registered for PSY 899 until all dissertation requirements are completed, or will be considered withdrawn from the program.

Guidelines for the doctoral dissertation are further explained in the PsyD Program Dissertation Handbook.

Pre-Doctoral Internship

Students in the Psy.D. Program must obtain and successfully complete a year-long pre-doctoral internship. Prior to accepting an Internship position, students must meet the following requirements: complete all coursework, pass all components of

the comprehensive examinations, , and successfully defend the dissertation proposal.

In addition, students who are required to complete clinical skills remediation plans must successfully complete the plans prior to applying for the pre-doctoral internship. In the case that the clinical skill remediation plans are developed following application for the pre-doctoral internship, all such plans must be successfully completed prior to beginning the internship. (See Demonstration of Competencies Related to PsyD Program Goals and Objectives).

Psy.D. Degree Time Limit

All students admitted to the Psy.D. Program must complete all degree requirements within seven academic years from the date of admission to the Psy.D. program, with an academic year comprising a fall semester, spring semester, and summer semester. Doctoral students must remain continuously enrolled until they have completed all program requirements, including the dissertation and pre-doctoral internship.

Those students who have completed all required coursework, including the dissertation, but are not yet enrolled in a pre-doctoral internship must follow the normal registration process each applicable semester and pay the Psy.D. Continuous Enrollment Fee to fulfill the continuous enrollment requirement. These students' enrollment status is considered part-time. (See also Psy.D. Enrollment Status policy above.)

Master of Psychology Awarded En Route

Students who have maintained a GPA of at least 3.00 (B) in all course work taken following admission to the program are eligible to apply for the Master of Psychology (MPsy) degree at the conclusion of the first 5 semesters of study (i.e., at the conclusion

of the Spring term of their second year, prior to comprehensive examinations).

Upon recommendation of the department and approval of the Dean, the degree of Master of Psychology may be awarded to students who have successfully completed 62 approved credits in the PsyD program and all other requirements established by the Department. Students are expected to complete courses according to the typical course sequence.

Graduation Requirements

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

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

The University confers degrees upon the recommendation of the faculty and by the authority of the Board of Directors, five times a year: August, September, December, March, and May. Students whose degrees are conferred in August, September, December, or March 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 degree conferral date.

Students who have completed all graduation requirements, or will complete them by the end of the upcoming summer semester, may participate in the DMU Commencement ceremony. Students who have completed the degree requirements by Commencement, will have their degree conferred on this date. Degrees are conferred in August for students who complete degree requirements in the summer semester.

Course Descriptions

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

Behaviorism, psychoanalytical theory, and biologically based theories (e.g., cognitive neuroscience) have been offered as coherent accounts of the nature of the human person. All derive support from versions of evolutionary theory. On this account, theories of motivation are of the survivalistic variety, conduct is understood as “adaptive,” and complex social phenomena are reduced to socio-biological processes. This course assesses these empirical and conceptual orientations.

PSY 503 – Personality Theories (3 credit hrs)

Introduces the major theories of personality used in clinical/counseling psychology, including those schools of thought

associated with Freud, Object-Relations theory, Erikson, Jung, Adler, Horney, Rogers, Maslow and Cognitive-Behavioral theory. Emphasis is also put on relevant research findings and critical assessment of the validity and usefulness of the different theories.

PSY 504 – Psychological Measurement (3 credit hrs)

This course establishes a solid foundation of knowledge about psychological testing, a practice that impacts virtually every corner of modern life – from education to vocation to remediation. Covering all variations of testing and exploring social issues that are raised by testing, students will gain extensive knowledge about the characteristics, objectives, and wide-ranging effects of psychological testing.

Additionally, this course covers the application of statistical thinking to the measurement of psychological phenomena. It presents statistical concepts basic to psychometrics. Classical reliability theory, generalizability theory, item response theory, and others are all examined. Scaling, central tendency, individual differences and correlation, principles of test development and standardization, and the various forms of reliability and validity and the threats posed to them by design and respondent characteristics are addressed. Practical issues in psychometrics are presented.

PSY 507 – Psychopathology (3 credit hrs)

This course provides an overview of the major theories, classification systems, and research in the area of psychopathology. It introduces students to diagnostic nomenclature, emphasizing the development of facility with the DSM-V classification system. It also examines how spiritual and moral pathology affect the quality of life.

PSY 512 – Law, Ethics, and Psychology (3 credit hrs)

This course examines the ethical codes and guidelines developed within the mental health field. Special emphasis is placed on how these ethical guidelines, along with Christian principles, can be applied to the practice of psychology in a manner which holds the well-being of the client as primary. The course also examines professional issues relevant to the practice of psychology.

PSY 516 – Basic Interviewing and Clinical Skills (3 credit hrs)

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

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

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

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

This course represents a continuation of the self-directed study primarily for those entering students who have little or no prior educational background in psychology, or who wish to refresh their psychology backgrounds and/or training. The course

continues to provide a foundational basis for understanding in psychology's basic content areas, such as intelligence and associated controversies, nature and nurture, lifespan development, emotion and motivation, social psychology, personality, and psychological disorders and their treatment.

PSY 601 – Introductory Clinical Practicum II (2 credit hrs)

This course is the first course of a 3-semester course sequence which also includes PSY 602 and PSY 603. During these three courses, students gain their introductory clinical experience at a practicum site. In this first course of the 3-course sequence, students build on their foundational skills in basic interviewing and diagnostics by acquiring new knowledge and skills in behavioral therapy, including functional behavioral assessment, treatment planning and treatment implementation, and an understanding of the provision of services from an integrated Catholic perspective. The students will also gain introductory skills in clinical case presentation.

PSY 602 – Introductory Clinical Practicum II (2 credit hrs)

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present regularly scheduled case consultation groups which focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and provision of services from an integrated perspective. (Prerequisite: PSY 601)

PSY 603 – Introductory Clinical Practicum III (2 credit hrs)

This course is the third of the 3-course sequence for introductory clinical experience. (Prerequisite: PSY 602)

PSY 605 – Developmental Psychology (3 credit hrs)

This course covers the major theoretical systems that seek to explain the development of the human person, and examines them

from a variety of perspectives: physical, intellectual, emotional, spiritual and moral. It also considers central aspects of Christian life such as the development of the conscience, the life of virtue, commitment to human relationships and the discernment of one's vocation.

PSY 608 – Cognitive/Behavioral Assessment (3 credit hrs)

Offers an overview of the major theories of intelligence and develops basic skills in the administration of commonly used standardized test instruments for assessing cognitive ability and achievement in children, adolescents, and adults. Also covers the basics of report writing and ethical issues pertaining to psychological assessment. (Prerequisites: PSY 504, PSY 516)

PSY 609 – Adult Psychotherapy (3 credit hrs)

The purpose of this course is to identify, develop and practice core clinical skills and tasks in the treatment of adult psychopathology. This includes developing and maintaining therapeutic relationships with clients as well as the application of particular systems of psychotherapy in identifying and effectively working toward therapeutic goals. In addition, students will gain a greater ability to critique secular approaches to psychotherapy in light of a Catholic view of the human person and explore psychotherapeutic approaches informed by this anthropology. (Prerequisite: PSY 507)

PSY 610 – Child Psychotherapy (3 credit hrs)

Develops an integrated Catholic framework for understanding family life and the role of parents in raising children. Provides training in basic skills for working with children in therapy including play therapy, behavioral techniques, parenting skills training, and family therapy. Also examines ethical and diversity issues related to the practice of child and family therapy.

PSY 611 – Marital Psychotherapy (3 credit hrs)

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

PSY 613 – Personality Assessment (4 credit hrs)

This course offers instruction in basic skills in the administration of commonly used personality tests, including both psychometric and projective approaches to personality assessment. It also offers instruction in report writing skills by examining the ways in which the results of cognitive/behavioral assessment and a variety of personality assessment instruments can be integrated. (Prerequisites: PSY 507, PSY 608)

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

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

PSY 696 – Independent Study (1-3 credit hrs)

Individualized plan of study during the first two years of the program designed through agreement between the instructor and student, and approved by the Program Director. Such plans may include designated readings, viewing of videotaped learning resources, individual meetings for discussion with the instructor, research, and writing, as well as other types of assignments. The instructor determines in advance the requirements and criteria by which a grade is assigned and the number of credit hours to be awarded. Students are limited to a maximum combination of two

independent study and psychology seminar courses per degree program. (Prerequisite: Consent of Faculty Advisor and Program Director)

PSY 697 – Psychology Seminar (1-3 credit hrs)

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

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

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

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

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

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

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present regularly scheduled case consultation groups which focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and provision of services from an integrated perspective. (Prerequisites: PSY 701 & PSY 702)

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

Building on the foundations of PSY 504, this course examines some of the underlying foundations of measurement and the quantitative method. A variety of research methodologies are examined: experimental, quasi-experimental, qualitative, secondary data analysis, as well as the use of unobtrusive measures. Specific emphasis is upon critical understanding of research literature for application to clinical practice. Program evaluation is then examined as an application of design methodology in a practical setting, and the students propose a program evaluation. (Prerequisite: PSY 504)

PSY 721 – Cognition & Emotion (3 credit hrs)

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

PSY 724 – Advanced Adult Psychotherapy (4 credit hrs)

This is an advanced seminar on methods of individual psychotherapy, with a concentration on interpersonal psychotherapy. The instructor will draw from among the principles of interpersonal psychotherapy, object relations theory, attachment theory, cognitive therapy, family systems and others. A Catholic Anthropology will be integrated into the subject matter. Issues concerning culture, ethnicity, gender, religious values and

other client characteristics will be addressed. The course will include didactic and experiential learning. Sessions from students' clinical caseloads will be reviewed and critiqued. (Prerequisite: PSY 609)

PSY 729 – Advanced Statistical Methods (3 credit hrs)

This course builds on the basic concepts presented in PSY 504 to examine more advanced statistical analyses. These include factorial and multivariate analysis of variance, multiple regression, meta-analysis, and structural equation modeling. Primary emphasis in the class will be in understanding and critiquing the statistical analyses presented in clinical psychology journals as an adjunct to lifelong learning.

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

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

PSY 736 – Child Psychopathology (2 credit hrs)

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

with an emphasis on empirically supported interventions for treating the various disorders.

PSY 760 – Professional Roles and Issues (2 credit hrs)

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

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

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present at regularly scheduled case consultation groups which focus on sharing the diversity of clinical experiences obtained through the variety of external site placements, with input from the University faculty on how these experiences interface with the perspective of the University training model. (Corequisite: Placement in an program approved externship. Typically completed by students in their fourth year of the Psy.D. Program. (Prerequisite: PSY 703)

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

Second of two required semesters of advanced clinical experience at the externship site. This course reflects time spent gaining clinical experience at the externship site. Students also attend and present regularly scheduled case consultation groups which focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and provision of services from an integrated perspective. (see Prerequisite: PSY 801 for additional details)

PSY 815 – Psychology of Religion (3 credit hrs)

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

PSY 820 – Group Psychotherapy (3 credit hrs)

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

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

This course introduces students to the structure and functions of the central nervous system, the autonomic nervous system, and the endocrine system. It is designed to introduce students to the “bio” in “biopsychosocial.” Areas covered include sensory and perceptual processes, physiological regulation of the sleep and waking cycles, eating behaviors, motivation, and affect. The etiology of psychopathology will be considered from a biological perspective, and students' understanding of the influences of biological systems on clinical disorders.

PSY 825 – Social Psychology (3 credit hrs)

Serves as an overview of the major theories, areas of study, and research methodologies in the field of social psychology. Includes such topics as impression formation, attribution theory, social influence, attitude development and change, prejudice and

discrimination, antisocial and prosocial behaviors, affiliation and attraction, and sex role behaviors. Behaviors strongly intertwined with affect such as aggression, prejudice, and interpersonal attraction and intimate relations, as well as contemporary theories of affective influences are examined.

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

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

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

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

PSY 832 – Integrative Dissertation Seminar (3 credit hrs)

This seminar is the final integration course in the Psy.D. curriculum. Its purpose is to review, refine, and further develop the students' understanding of psychology from an integrated perspective. The seminar also serves to assist students in adopting an integrated approach to the completion of their doctoral dissertation.

PSY 836 – Advanced Personality Assessment (4 credit hrs)

This course develops skills in the administration and interpretation of more advanced projective personality techniques such as the Rorschach. Report writing skills are developed further by examining the ways in which the results of a variety of psychological assessment instruments can be integrated and used to make diagnoses and treatment recommendations. (Prerequisite: PSY 613)

PSY 840 – Human Sexuality (2 credit hrs)

This course provides an introduction to the science of human sexuality which is aimed at forming a comprehensive understanding of the person, with special emphasis on assessing dimensions consistent with a Catholic perspective. Specifically, this course will orient students to general psychological, philosophical, and theological issues related to human sexuality, the science of human sexuality, and the application of knowledge of human sexuality to clinical practice. The course includes a blend of lecture and discussion as applied to clinical practice.

PSY 890 – Pre-Doctoral Internship (0 credit hrs)

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

PSY 896 – Independent Study (1-3 credit hrs)

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

Seminar courses per degree program. (Prerequisite: Consent of Faculty Advisor and Program Director)

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

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

Topics include:

Contemporary Cognitive and Behavior Therapies (2 credit hrs)

This is an interactive course that is designed to teach students practical psychotherapy skills in Rational Emotive and Cognitive Behavioral Therapy (RE & CBT) and Dialectical Behavior Therapy (DBT).

Existential Issues in Psychology and Psychotherapy (3 credit hrs)

This course surveys existential issues from its roots in philosophy and literature to its specification in the field of psychology and psychotherapy. Among the issues covered are the existence of the 'I' and its meaning, love and suffering, freedom, isolation, and death. While this course is principally theoretical in nature, case studies and clinical methodology will be discussed in order to facilitate integration into clinical work. (Prerequisite: Consent of Faculty Advisor and Program Director)

Emotion-Focused Therapy for Individuals and Couples (2 credit hrs)

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

Psychopharmacology (2 credit hrs)

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

PSY 899 – Dissertation (1-3 credit hrs)

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

PHT 505 – Philosophical and Theological Anthropology (2 credit hrs)

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

PHT 506 – Philosophical and Theological Anthropology (2 credit hrs)

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

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

This course examines practical reasoning, moral character, and the virtues, in a philosophical and theological perspective, with special

attention to the Catholic tradition and clinical psychology. Together with the other integrative anthropological courses offered at the University, it provides an introduction to the most important philosophical and theological texts that are pertinent to the practice of clinical psychology.

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

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

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

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

Academic Policies

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.

Class Attendance

For students in onsite programs:

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

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

For students in online programs:

The curriculum is delivered online using the Canvas® learning management system. Students are expected to attend the online classroom and actively participate in the course. Penalties may be

imposed for a student who misses, fails to attend each week, or misses an assignment, unless the absence is due to serious and extenuating circumstances, and the student notifies the instructor in a timely manner.

Students who are not active in the online course during any week may be dropped from the class. Students may appeal for an exception to this policy with the Program Director. The exception shall be jointly granted by the Instructor and the Program Director. If the appeal is granted, the student may still be subject to penalties and must develop a makeup plan acceptable to the Instructor.

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

Class Cancellations/Emergency Closing

In the event of weather-related or other emergencies, students will be informed in the most expedient manner possible. When feasible, instructions will be provided to students via postings on bulletin-boards, in student mailboxes, by text message, and/or through announcements made in class. Updates will also be sent to the student's divinemercy.edu email. The University also lists closings on www.wtop.com under "closings/delays." Every effort will be made to communicate the announcement of class cancellations or an emergency closing by 7:00 a.m. on each day impacted by such emergencies.

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

Papers and Publication Style

The Publication Manual of the American Psychological Association, 6th Edition (2009), should be utilized in all course requirements for papers, comprehensive examinations, dissertations, as well as other professional writing. The student may access the Manual and associated resources in the library or see the following website for assistance: www.apastyle.org

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 your own. It violates ethical standards of accuracy, honesty, and truthfulness in scholarship.

Self-plagiarism is the act of presenting your 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 your 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 you obtained over the Internet.

Some less-obvious examples include:

- changing a few words around from a book or article and pretending those words are your own.
- rearranging the order of ideas in a list and making the reader think you produced the list.
- 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 your 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 you wrote it yourself.

Copyright policy

It is the policy of Divine Mercy University that all faculty, staff, students, and other members of the University community adhere to all copyright laws concerning the reproduction of materials and will be responsible for any infringement(s).

The increased use of file sharing (peer-to-peer) software has led to a significant increase in anti-piracy efforts and legislation. Peer-to-peer programs allow sharing of copyrighted music, movies, and software often without the knowledge or consent of the user. Legislation including the Digital Millennium Copyright Act in conjunction with automated scanning software employed by software publishers and music and movie production companies can lead to a significant increase in copyright infringement complaints received by the University.

The University accepts and processes notices received under the Digital Millennium Copyright Act concerning copyright infringement conducted on a peer to peer network. The University

reserves the right to terminate network privileges for anyone who engages in such copyright infringement.

Copyright is defined by the United States Copyright Office as:

A form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to do the following:

- To reproduce the work in copies or phonorecords;
- To prepare derivative works based upon the work;
- To distribute copies or phonorecords of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
- To perform the work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, motion pictures and other audiovisual works;
- To display the copyrighted work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work; and in the case of sound recordings, to perform the work publicly by means of a digital audio transmission.¹

The United States Copyright Office further states the following:² One of the rights accorded to the owner of copyright is the right to reproduce or to authorize others to reproduce the work in copies or phonorecords. This right is subject to

1 *United States Copyright Office. (2004). Circular 1 Copyright Basics. Washington, D.C. [Available online: <http://www.copyright.gov/circs/circ1.html>], p 1.*

2 *United States Copyright Office (2006), <http://www.copyright.gov/fls/fl102.html>*

certain limitations found in sections 107 through 118 of the Copyright Act ([title 17, U. S. Code](#)). One of the more important limitations is the doctrine of “fair use.” Although fair use was not mentioned in the previous copyright law, the doctrine has developed through a substantial number of court decisions over the years. This doctrine has been codified in section 107 of the copyright law.

Section 107 contains a list of the various purposes for which the reproduction of a particular work may be considered “fair,” such as criticism, comment, news reporting, teaching, scholarship, and research. Section 107 also sets out four factors to be considered in determining whether or not a particular use is fair:

1. the purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

The distinction between “fair use” and infringement may be unclear and not easily defined. There is no specific number of words, lines, or notes that may safely be taken without permission. Acknowledging the source of the copyrighted material does not substitute for obtaining permission.

The 1961 Report of the Register of Copyrights on the General Revision of the U.S. Copyright Law cites examples of activities that courts have regarded as fair use: “quotation of excerpts in a review or criticism for purposes of illustration or comment; quotation of short passages in a scholarly or technical work, for illustration or clarification of the author's observations; use in a parody of some of the content of the work parodied; summary of an address or

article, with brief quotations, in a news report; reproduction by a library of a portion of a work to replace part of a damaged copy; reproduction by a teacher or student of a small part of a work to illustrate a lesson; reproduction of a work in legislative or judicial proceedings or reports; incidental and fortuitous reproduction, in a newsreel or broadcast, of a work located in the scene of an event being reported.”

Copyright protects the particular way an author has expressed himself; it does not extend to any ideas, systems, or factual information conveyed in the work.

The safest course is always to get permission from the copyright owner before using copyrighted material. The Copyright Office cannot give this permission.

When it is impracticable to obtain permission, use of copyrighted material should be avoided unless the doctrine of “fair use” would clearly apply to the situation. The Copyright Office can neither determine if a certain use may be considered “fair” nor advise on possible copyright violations. If there is any doubt, it is advisable to consult an attorney. (FL-102, Revised July 2006)

Language Requirements

American English is the official mode of communication in classroom discussions, assignments, presentations, and all academic discourse. Students must demonstrate command of the English language, both spoken and written, sufficient to pursue graduate studies in the United States throughout their enrollment at DMU. Students may be required to engage tutorial services beyond those offered by DMU, at their own expense, to achieve the expected academic language requirements. *It is the responsibility of the student to make any needed arrangements.*

Final Examinations

Final examinations are scheduled at the end of the term or semester. In case of serious illness or emergency, arrangements may be made with the instructor to take an exam at another time. Postponement of a final examination beyond the last day of the semester requires the issuance of an “Incomplete” grade designation.

Course Evaluation by Students

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

Grading Policy

The University’s official grading policy is as follows:

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	0.0
INC (Incomplete)	None
IP (In-Process)	None
W (Withdrawal)	None
WP (Withdrawal-Passing)	None
WF (Withdrawal-Failing)	None

Passing Grade Requirement

For IPS programs (Psy.D., M.S. Psychology), any course in which a student receives a grade of “C” or below must be retaken one time. Additionally, in the Psy.D. program, specific non-clinical courses receiving a grade lower than a “B” may require remediation and/or retake.

For Counseling programs, any course receiving a grade lower than a “B” must be retaken. Students may repeat a course 2 times (total of 3 attempts) before being placed on scholastic suspension.

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.

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.

Incomplete

When a student receives an Incomplete, they have a maximum of thirty days from the end of the last day of the course, to complete all outstanding course requirements. Failure to complete all course requirements will result in the instructor awarding a grade based upon work completed.

Students are ineligible to start new coursework unless all Incomplete course requirements are satisfied before the first day of the semester/term. If an Incomplete is not satisfied by this time, an Academic Hold will be placed on the student's account and the student will be administratively withdrawn from the program and university. The student may be required to apply for re-entry to the program and university consistent with existing policies and procedures.

Students who receive an Incomplete, or do not satisfy the requirements for an Incomplete, risk loss of financial aid for failure to meet the financial aid requirements for Satisfactory Academic Progress.

Grade appeals

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

Academic Dean. The Academic Dean or his/her designee will then meet with the student and instructor, and will attempt to resolve the dispute about the grade. Failing such a resolution, the instructor's grade will stand. No grade change will be accepted after 30 days from the end of the semester unless authorized by the Academic Dean. However, requests 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.

Academic Good Standing

To remain in good academic standing, students must maintain a minimum cumulative grade point average of 3.0. A 3.0 grade point average is required to graduate. 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.

Academic Probation

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

Academic Dismissal

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

Student Records

Divine Mercy University maintains student records necessary for the educational guidance and/or welfare of students, for the orderly and efficient operation of the University, and as required by law and in accordance with FERPA (The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)).

All information related to individual students is confidential. Student records are the property of the University but will be made available to appropriate parties in accordance with state and federal law. The University disseminates student information in accordance with applicable state and federal laws and the University's own established policies and procedures.

University FERPA Policy

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA sets forth requirements regarding the privacy of student records. FERPA governs the release of records maintained by educational institutions as well as access to those records. FERPA rights are provided only to University applicants upon actual acceptance to and subsequent enrollment in classes at the University.

Introduction

The Family Educational Rights and Privacy Act (FERPA) affords post secondary students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days after Divine Mercy University (University)

receives a request for access. A student should submit to the registrar, dean, program director, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record, should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent (see disclosures section below). Divine Mercy University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests.

A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a

volunteer or contractor outside of the Institute for the Psychological Sciences who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202

Directory Information

“Directory Information” is non-confidential information about a student and may be released by the University upon request, without written permission from the student, unless notified otherwise in writing by the student (except as required by State and Federal laws). Please note that the University values and protects the privacy of each student’s information and is NOT in the practice of giving out any personally identifiable information.

The University will disseminate “Directory Information” (as defined below) in accordance with FERPA, applicable State and Federal laws, and the University’s established procedures (Policy 2040, Adopted by the Board of Directors August 1, 2002).

In accordance with FERPA, the University has designated the following non-confidential information about students as public (“Directory”) information: Student name, Address, E-mail address,

Telephone number, Program of study, Dates of attendance, and DMU/IPS degrees.

“Directory Information” is used to provide and support the student's education. Students, however, have the right to have this directory information withheld (within legal limits). If the student does not authorize the release of the directory information, the student should contact the University Registrar to complete the applicable Form.

Disclosures that postsecondary institutions may make without consent

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A post secondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including faculty, within the University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) – (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the University's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. ((§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))

Privacy Protection for Students Enrolled in Distance Education and Accessing DMU Website Privacy Policy

Divine Mercy University (University) is committed to protecting the privacy of individuals accessing our website. This policy describes what information we collect and how that information is protected and used.

In addition to this Privacy Policy, the Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records and affords post-secondary students certain rights with respect to their education records.

Policy Protection Procedures

What information do we collect?

We collect information from you when you register on our site, request information about a program, subscribe to our newsletter, respond to a survey or fill out a form.

When ordering or registering on our site, as appropriate, you may be asked to enter your name, e-mail address, mailing address,

phone number or credit card information (for distance education and continuing education courses). You may, however, visit our site anonymously.

Google, as a third party vendor, uses cookies to serve ads on your site. Google's use of the DART cookie enables it to serve ads to your users based on their visit to your sites and other sites on the Internet. Users may opt out of the use of the DART cookie by visiting the Google ad and content network privacy policy.

What do we use your information for?

Any of the information we collect from you may be used in one of the following ways:

- To personalize your experience
 - (Your information helps us to better respond to your individual needs.)
- To improve our website
 - (We continually strive to improve our website offerings based on the information and feedback we receive from you.)
- To improve customer service
 - (Your information helps us to more effectively respond to your customer service requests and support needs.)
- To process transactions
 - (Your information, whether public or private, will not be sold, exchanged, transferred, or given to any other company for any reason whatsoever, without your consent, other than for the express purpose of delivering the purchased product or service requested)
- To send periodic emails
 - (The email address you provide may be used to send you information, respond to inquiries, and/or other requests or questions.)

How do we protect your information?

We implement a variety of security measures to maintain the safety of your personal information when you place an order or enter, submit, or access your personal information.

We offer the use of a secure server. All supplied sensitive/credit information is transmitted via Secure Socket Layer (SSL) technology and then encrypted into our payment gateway providers database only to be accessible by those authorized with special access rights to such systems, and are required to keep the information confidential.

After a transaction, your private information (credit cards, social security numbers, financials, etc.) will not be stored on our servers.

Do we use cookies?

Yes (Cookies are small files that a site or its service provider transfers to your computer's hard drive through your Web browser (if you allow) that enables the sites or service providers systems to recognize your browser and capture and remember certain information

We use cookies to compile aggregate data about site traffic and site interaction so that we can offer better site experiences and tools in the future. We may contract with third-party service providers to assist us in better understanding our site visitors. These service providers are not permitted to use the information collected on our behalf except to help us conduct and improve our business.

Do we disclose any information to outside parties?

We do not sell, trade, or otherwise transfer to outside parties your personally identifiable information. This does not include trusted third parties who assist us in operating our website, conducting our business, or servicing you, so long as those parties agree to keep this information confidential. We may also release your information when we believe release is appropriate to comply with the law, enforce our site policies, or protect ours or others

rights, property, or safety. However, non-personally identifiable visitor information may be provided to other parties for marketing, advertising, or other uses.

Third party links

Occasionally, at our discretion, we may include or offer third party products or services on our website. These third party sites have separate and independent privacy policies. We therefore have no responsibility or liability for the content and activities of these linked sites. Nonetheless, we seek to protect the integrity of our site and welcome any feedback about these sites.

California Online Privacy Protection Act Compliance

Because we value your privacy we have taken the necessary precautions to be in compliance with the California Online Privacy Protection Act. We therefore will not distribute your personal information to outside parties without your consent.

Children's' Online Privacy Protection Act Compliance

We are in compliance with the requirements of COPPA (Childrens Online Privacy Protection Act), we do not collect any information from anyone under 13 years of age. Our website, products and services are all directed to people who are at least 13 years old or older.

Online Privacy Policy Only

This online privacy policy applies only to information collected through our website and not to information collected offline.

Your Consent

By using our site, you consent to our [online privacy policy](#).

Changes to our Privacy Policy

If we decide to change our privacy policy, we will post those changes on this page.

Questions regarding our Privacy Policy

If you have questions concerning our privacy practices, contact us:

Compliance

Divine Mercy University

45154 Underwood Ln.

Sterling, VA 20166

Student Contact Information

Student contact information is made available by the Office of Student Services, which includes student names, addresses, telephone numbers, and email addresses.

A student who submitted a written request to the University Registrar to withhold release of the directory information (see FERPA) will not be included in the Student Contact Information listing. If this student would like to be included in the Student Contact Information listing, the student must amend his or her Request to Withhold Student Directory Information with the University Registrar.

Internet Use in the Classroom

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

Electronic Device Use Policy

Cell phones, MP3 players, and other electronic devices shall not be used in the classroom (including residency) or in the DMU library

unless approved by an University official. Texting or using a cell phone as a camera device is not permitted in the classroom.

Utilizing a camera phone for the purposes of photographing test questions or other forms of academic misconduct or illegal activity is prohibited. Additionally, taking photographs of others against their will is strictly prohibited.

The recording of conversations without consent of both parties is prohibited. Lectures may not be recorded without express consent of the instructor.

Student Freedom of Expression

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

Representing and Communicating about DMU

Students should refer media inquiries to the Communications Office, which can answer questions accurately and speak officially for DMU. Students are not to release information or grant interviews to the news media without first checking with the Communications Office or being asked by that office to do so. In addition, students are not to speak for the University on social media.

Student Presentation/Publication Policy (PsyD)

Students must seek and receive written approval of the Program Director prior to agreeing to or making any external student presentations or submitting publications, including blogs, related to the mental health field.

Distribution of Materials

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

Student Publications

Student publications produced as part of the University curriculum or with the support of the student body are intended to serve both as vehicles for instruction and student communication. As such, they should reflect respect for the Vision and the Mission of the University.

Official Communication

A DMU student email (@divinemercury.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 @divinemercury.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 responsible for monitoring communications within their Canvas® account.

University Assigned Accounts

The institution uses various systems including Email, Canvas, Library, Tk20, etc. that require unique and secure login and pass-code authentication. The institution controls the security levels for faculty and students. Once access level is determined, a secure login and password is generated for each student when admitted to the online program, and upon registration for each course. The student is required to use this login and password to access these systems and interface electronically with faculty and staff.

Student Grievance Process Policy

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.

Confidentiality

In the grievance resolution process, every reasonable effort will be made to protect the privacy of all parties. All records pertaining to the investigation and to the disposition of the grievance shall be maintained in sealed files in conformity with state and federal privacy requirements. Records of individuals involved or alleged to be involved in a grievance will be made available to officials of the University who have a need to know, and otherwise only in accordance with applicable state and federal laws and only to the extent required by law.

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

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

1. **Filing a Grievance:** The complainant shall file a written grievance with the Academic Dean. The complainant shall record with specificity the circumstances of his/her grievance.
2. **Fact-Finding Committee:** The Dean will appoint a Fact-Finding Committee consisting of three faculty members. A Chair of the committee will be designated by the Academic Dean. If a

conflict of interest or other valid reason prevents a committee member from serving, the Academic Dean shall select an alternate. The Academic Dean shall make every effort to ensure that a fair, impartial, and representative committee hears the matter.

3. Notification: The Academic Dean shall give the respondent written notification that a grievance has been filed, as well as a copy of the grievance. The respondent may file a written response with the Fact-Finding Committee Chair. The Academic Dean shall provide a copy of the response to the complainant.
4. Investigation: The following standards for investigation will be observed:
 - a. in conducting the investigation, the committee shall receive and review the grievance, the response, and other pertinent statements or documents;
 - b. the complainant and respondent shall be given the opportunity to respond to one another's statements, and individually to present witnesses or concerned parties in conformity to the evidence presented; and,
 - c. the committee will interview witnesses and concerned parties individually and in conformity with privacy requirements, as it deems necessary.
5. Fact-Finding Report: When, in the judgment of the Committee, the positions of the complainant and respondent have been equitably heard, the Committee shall submit a written Fact-Finding Report to the Academic Dean. The Fact-Finding Report shall contain the following:
 - a. a statement of the issues under review;
 - b. the positions of the parties;
 - c. a finding of the results of the investigation;

- d. conclusion as to whether there is probable cause to believe that the grievance is valid; and,
- e. recommendations for action(s) to be taken.

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

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

Disposition of the Grievance and Disciplinary Action

The Academic Dean will make the decision about action to be taken. The factual conclusions contained in the Fact-Finding Report shall be binding upon the Academic Dean for the purpose of this determination.

The Academic Dean will discuss the decision with the Chair of the Fact-Finding Committee, prior to taking action, if the action to be taken is different than that recommended by the Committee.

The Academic Dean will immediately notify the complainant and the respondent in writing of the disposition of the grievance once the decision has been made.

The decision of the Academic Dean will be made within ten (10) working days of the receipt of the Fact-Finding Report. The decision may be appealed in writing by either the complainant or the respondent to the President of the 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>

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.

Procedures for Veterans and Other Eligible Persons

The Student Grievance Process Policy should be followed by all students. Veterans and other eligible persons may report a grievance against the institution to the Virginia State Approving Agency and US Department of Veterans Affairs as required: "The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email saa@dvs.virginia.gov." GI Bill® is a registered trademark of the U.S Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Website at <http://www.benefis.va.gov/gibill..>"

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.

Academic Resources

Academic Advising and Mentoring

The University strives to build an academic community that supports personal and scholarly development. Academic, personal, and scholarly advising and mentorship by both faculty and staff occur at various levels within the educational process at the University. Academic advising 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.

Faculty Availability and Accessibility

DMU is deeply concerned about each student's individual progress within its programs. Timely instructor input, feedback, and guidance benefits the student's decision making and facilitates academic progress. To ensure adequate availability and accessibility of instructors, DMU requires faculty members offering an onsite course to hold a minimum of two office hours per week for each course taught, and faculty of an online course to respond to student requests within 24 hours, during the workweek. To ensure equitable and effective use of both the student and instructor's time, students are required to make an appointment when they would like to utilize an instructor's office hours or availability. Instructors will inform the students during the first class meeting of their office hours or times of availability, changes to these hours, and the process he or she wishes to maintain in scheduling appointments.

Disability Support Services

In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation at the beginning of the first semester to the Disability Support Services Office (DSS@divinemercy.edu). Once documentation is complete, the student must inform the instructor in writing during the first week of class regarding accommodations made for particular class/classes.

The Mary S. Thelen Library

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

The mission of the Mary S. Thelen Library at Divine Mercy University is to promote student success through the development of DMU students, both intellectually and professionally, and support the attainment and enhancement of the highest quality educational, training, and research environment of the DMU academic community by:

- Educating students, faculty, and staff about the vast array of information resources and services available, emphasizing the critical importance of information and digital literacy skills for finding, evaluating, and using information.
- Providing extensive academic, technological, and scholarly resources as well as well-trained professional staff that support and complement the academic objectives of each DMU degree program, and student and faculty research worldwide.
- Assisting in the documentation and dissemination of Catholic Christian approaches to mental health.

- Preserving scholarly collections that support the three pillars of integration of clinical psychology and mental health theory and practice with a Catholic Christian view of the human person.

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

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

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

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

The Thelen Library also facilitates access to resources owned by other libraries by participation in interlibrary loan through the

Online Cooperative Library Center (OCLC) network, and membership in the Virtual Library of Virginia/Virginia Independent College & University Library Association (VIVA/VICULA).

Additional information concerning Library resources and other learning support services is available from the Mary S. Thelen Library, on the University website, email: Library@divinemercury.edu, or by calling the Library at 703-416-1441 ext. 121.

Campus Library Facility

The on campus Library is located on the second floor of the campus. Electronic resources may be accessed on campus and through remote access. The on campus Library's hours are posted on the library web pages. The on campus Library is closed on all days (including Holidays) the University is closed.

Study Areas

Designated study areas on the DMU campus are provided for quiet individual study, and for group study, to support academic needs. These study spaces are located in the Student Lounge and Library.

Computer Lab

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

Computer Access Policy

Access to the computer systems and networks that are owned or operated by DMU imposes certain responsibilities and obligations

and is granted subject to University policies. The use of these resources must be consistent with the mission of DMU. By using the technology provided, students agree to abide by these policies. Any violation of these policies may result in disciplinary action, including the termination of the student's network, email, and/or Internet access.

In making acceptable use of resources the student must:

- Access only information that is his own, that is publicly available or to which he has been given authorized access.
- Refrain from connecting to the Internet during class time, unless authorized by the instructor.

Students must respect the rights of others to freedom from harassment or intimidation through the sending of unsolicited or anonymous messages or by repeatedly sending unwanted email.

Unacceptable use includes but is not limited to:

- Use of another person's user ID, email, files or data without permission.
- Use of the Internet during class without consent of the instructor
- Cyber-bullying.

IPS Training Clinic

The IPS Center for Psychological Services is the program's training clinic where students engage in their first practicum experiences. Supervision is required and is provided by licensed clinical psychologists. Located on the University campus, the IPS Center provides high quality, affordable mental health services including psychotherapy, personality assessment, educational assessment, and various workshops to diverse populations in the Greater Washington, DC area. The IPS training clinic houses clinical offices, a waiting area, student work office, record room, and bathroom

facilities. Cameras are used to record student-patient clinical interactions. The recordings are securely stored and available for the student and clinical supervisor to review the student's performance.

Writing Resource Service

The University Writing Resource Service (WRS) allows students the opportunity to have free, one-on-one assistance in composing, strengthening and refining resumes, CVs, job applications and essays. The mission of the WRS is to help students clearly and effectively communicate, providing a strong introduction to potential employers. Students may contact the Office of Library Services for information.

Canvas Learning Management System

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 access an online library with journals, articles and texts. Students have access to the Canvas® classroom and online library only while they are enrolled in a program.

The Blessed John Henry Cardinal Newman Lecture Series

The Blessed John Henry Cardinal Newman Lecture Series is an annual program hosted by Divine Mercy University. The Newman Lectures feature speakers who are widely recognized for their contributions to the fields of psychology, moral and political philosophy, theology, and law. The University promotes this interdisciplinary dialogue to advance the integration of the areas of modern, social, psychological, clinical mental health, and

Catholic thought. Lectures are free to the public and students are encouraged to participate. Many lectures are recorded and available on the University website.

Financial Information

Financial Policies

Tuition and Fees, 2021-2022

Tuition	Per Credit Hour
Psy D (122 Course Credits)	\$1,096
MS in Psychology (Online)(36 Course Credits)	\$796
MS in Counseling (66 Course Credits)	\$866
Audit Tuition	50% program tuition/credit hour
Fees for all Programs	Per occurrence
Application Fee	\$55
Late Registration Fee	\$60
Add/Drop Fee per course	\$20
Add/Drop Fee per course	\$20
Graduation Fee	\$75
Returned check fee (each service)	\$35
Diploma replacement fee	\$50
Online Programs Only	Per course
Technology Fee per Course	\$50
Residency Fee (COUN 510, COUN 580, COUN 690)	\$1,500

Lab Fees (COUN 540, COUN 620; Lab Fees per module (COUN 640-3 modules_	\$75
Onsite Programs Only (PsyD)	Per Semester (unless specified otherwise)
Student Activity fee (per semester)	\$30
Library Fee (per semester)	\$110
Lab Fee (PSY 608, PSY 613, PSY 836) \$130 for each lab	\$130
Technology Fee (per semester)	\$50
PsyD Continuous Enrollment Fee (per semester)	\$250
Parking decal Replacement fee (per occurrence)	\$5
Electronic Key Replacement fee (per occurrence)	\$25

Expenses

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

Payment of Student Account

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

Payment Plans

The University offers payment plans as an option for students who are unable to satisfy their student account at the time of

registration. Applications for payment plans will be considered on an individual basis, through the Business Office.

Veterans Affairs (VA) Payment Policy

Any Covered Individual who is entitled to education assistance under Chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill Benefits is permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to education assistance under Chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website-eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on that earlier of the following dates:

1. The date on which the payment from VA is made to the institution.
2. Ninety (90) days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

In accordance with Title 38 US Code 3679 subsection (e) of the Veterans Benefits and Transition Act of 2018, Divine Mercy University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from Department of Veterans Affairs (VA) education benefits under Chapter 31 (Vocational Rehabilitation & Employment) or Chapter 33 (Post 9/11 GI Bill Benefits).

Refund Policy, On-Site Programs

Spring & Fall

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

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

All monies owed the University at the time of withdrawal become due and payable immediately. To obtain a refund of tuition, students must also turn in all Institute property in their possession, including their student identification card, facility access keys, and all library materials. The date used to calculate refunds will be the date on which a student's written request for withdrawal is made to the Academic Dean, or the date on which the Registrar receives written notice of a student's intention to add or drop a course.

Summer

Onsite students who reduce the number of credit hours for condensed summer courses, scheduled for six to five weeks, using the University's add/drop procedure or withdrawals using the University's withdrawal procedure are allowed a commensurate return of tuition and refundable fees. Students will generally not receive a removal of tuition, course fees, and other associated fees

until after the end of the published Add/Drop period. The University's summer refund schedule is:

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

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

Delinquent Accounts

A student with a delinquent account or debt will be denied a transcript or diploma until all obligations are fulfilled. The student is responsible for attorney fees and other costs and charges necessary for the collection of any amount not paid when due. If a previously enrolled student has a delinquent account he/she will not be allowed to register for the next semester until the account is settled and cleared by the Business Office.

Financial Aid

PsyD 2021-2022 Estimated Cost of Attendance

Program Direct Expenses: Tuition and Fees

Direct expenses represent the direct cost of a DMU degree. This is the amount that it costs to attend classes. This is the amount that is due DMU. Beyond this amount there may be incurred other personal expenses associated with attending the program.

Program Expenses	2021-2022 Estimate (based on first year typical sequence; 37 credits)
Tuition (\$1064 per credit)	\$40,552
Library Fee (\$110 per semester)	\$330
Student Activity Fee (\$30 per semester)	\$90
Technology Fee (\$50 per semester)	\$150
Lab Fee (PSY 608, PSY 613, PSY 836, \$130 for each lab)	\$0
Subtotal	\$40,972

*New students should consider a \$55 Application Fee for their first year. Graduating students need to include a \$75 Graduation Fee.

Please see estimated cost of attendance on the PsyD program's [Program Costs, Refund Policies, and Financial Aid](#) web pages.

Financial Aid Overview

To make graduate education more affordable for its students, the University has developed a financial aid program to assist students in meeting the costs of attending the University. The University is committed to securing financial aid for students. Nevertheless, financial aid is a student driven process and is ultimately the student's responsibility. The University encourages its students to take primary responsibility for financing their graduate education.

Students enrolled as degree-seeking students are generally eligible for federal, institutional, and/or private sources of financial aid. DMU has a program participation agreement with the United States Department of Education to participate in the Title IV Federal Financial Aid Program (Title IV) to offer student financial aid programs, including the Federal Work-Study Program and the William D. Ford Federal Direct Loan Program. DMU offers other types of financial assistance available including self funding, private grants and loans, limited fund institutional VA for qualified veterans via the GI Bill.

Types of Aid

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

Internal: Institutional Aid

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

- Scholarship Program:
<https://divinemercury.edu/financial-aid/scholarships/>
- Student Assistantships

External Aid

- Veteran Affairs Benefits:
 - This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency." GI Bill® is a registered trademark of the U.S Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Webs site at <http://www.benefis.va.gov/gibill>.
 - Yellow Ribbon G.I. Bill Education Enhancement Program: DMU is approved for the Yellow Ribbon G.I. Bill Education Enhancement Program, also known as the Yellow Ribbon Program. The program agreement permits the school and the U.S. Department of Veterans Affairs (Veterans Affairs) to provide matching funds to apply toward the outstanding amount of established charges not covered under the Post-9/11 GI Bill.
- Americorp
- Tuition assistance/external scholarships and grants

Federal Financial Aid

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

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

for the academic year. For information about Direct Loans, please go to the following website: <https://studentloans.gov>.

Private Funding

Students are encouraged to obtain private sources of grants and loans whenever possible. Many private organizations and foundations provide grant funds to students. In addition, private educational loans are available to students based upon creditworthiness. Students are encouraged to visit the Financial Aid section of the University website for more resources and information.

Financial Aid Resources

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

Related web links:

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

Applying for Financial Aid

Planning early and researching all options are keys to financing one's education. The more applicants know about how financial aid works, the better prepared they are to fund their studies at

Divine Mercy University. There are other scholarship resources available on the website which list various organizations and foundations offering funding to students pursuing graduate studies in psychology and the mental health fields.

How to apply:

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

DMU's school code is G38724.

*Note: Submit the FAFSA as soon as possible after filing your income tax.

2. Submit the University Application for Institutional Aid form to the Office of Financial Aid via mail, email, or fax. The forms can be downloaded from the University website or obtained by emailing financialaid@divinemercury.edu.

For financial aid purposes, online student full-time/part-time status will be determined by aggregate of credit hours enrolled in the semester. For example, if a student enrolls for the first time in the semester in the third sub-term, the number of hours the student takes in that sub-term will determine full-time/part-time status. A part-time student who adds courses for subsequent sub-terms of the same semester will still be considered part-time for the entire semester.

Financial Aid Application Deadlines

Awards are processed on a rolling basis. Students are strongly encouraged to begin the application process at least 30 days prior to the start date of their program. Financial Aid applications will

be accepted within 30 days prior to the start of the corresponding Program, but the Office of Financial Aid cannot be held responsible if funds are not available for disbursement for the term. Delays can occur that are outside of the control of the Office of Financial Aid. Students must maintain all federal aid eligibility requirements for each term in which they are enrolled.

Financial Aid for International Students

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

International Students are required to maintain valid immigration status.

Award letters

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

In order to accept the awarded aid, students should follow the steps and instructions noted in the letter, as well as complete the required entrance counseling and the Master Promissory Note (MPN) for the federal loan they are interested in receiving. These requirements can be completed online at www.studentloans.gov, where students can sign in using the FSA ID created in their FAFSA application. Please note that a student is not eligible to receive loans until these tasks are completed.

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

the loans are disbursed, a check will be mailed for the difference of the funds requested minus institutional costs.

Federal Loan Eligibility Policies

1. Federal Loan Enrollment Requirements

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

Doctor in Clinical Psychology

For the fall and spring semesters, to be considered full-time for purposes of obtaining federal loans, a student must be enrolled in: a minimum of nine credit hours per semester; or a minimum of six credit hours per semester and a practicum/externship. To be considered half-time, a student must take a minimum of six credit hours.

For the summer period of enrollment, to be considered full-time for financial aid a student must take a minimum of four credits. To be considered half-time for financial aid, a student must take a minimum of two credits.

In addition any student only enrolled exclusively in PSY 899 for three or more dissertation credit hours *after* completing all other degree requirements (i.e., satisfactory completed all required coursework, oral examinations, externships, and internship); or engaged in a pre-doctoral internship is considered full-time for federal aid purposes. Any student who meets the conditions of the Continuous Enrollment Fee is considered half-time from the perspective of financial aid.

Masters in Counseling

For fall and spring semesters, a student must be enrolled for a minimum of nine credits to be considered full-time. A minimum of six credits is required for half-time enrolment.

For summer enrollment, a student must be enrolled for a minimum of six credits to be full-time and a minimum of three credits are needed for a student to be half-time. Students starting in the summer semester and students who have received approval from their academic advisor will be considered full-time with a minimum of three credits in summer.

Masters in Psychology

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.

2. Satisfactory Academic Progress (SAP)

Requirements for SAP

All students must meet Satisfactory Academic Progress (SAP) requirements to receive federally sponsored financial aid at the Institute. SAP for financial aid recipients is a policy distinct from the University's Academic Standing policy.

The University's SAP includes both qualitative and quantitative components in compliance with federal regulations, and is assessed at the end of each period of enrollment. Students must maintain a cumulative Grade Point Average (GPA) of 3.0 or higher and must earn at least 50 percent of their attempted credit hours each semester.

They must also complete the coursework for their specific program of study within the maximum time frame designated in the academic catalog degree requirements sections. Students who do not comply with these standards become ineligible for federal financial aid.

Review of SAP

SAP is evaluated at the end of each period of enrollment. If a student is found not to meet SAP requirements after this evaluation, they will receive a letter from the Financial Aid Office informing them that they have been placed on financial aid probation. A student with this status may receive financial aid for the next enrollment period, but must meet SAP requirements by the end of that period.

Appeal Process for SAP

If the student fails to meet SAP the second time, after the financial aid warning period, they will lose their financial aid for the next period of enrollment. If there are extenuating circumstances involved, students who fall below the SAP requirements for the second time may submit a written appeal to the Financial Aid Office within 30 days of their ineligibility notification.

The appeal letter should include the reason why the student failed to make SAP and what has changed that will allow the student to make SAP at the next evaluation. Reasons for appeal may include extenuating circumstances such as prolonged illness, hospitalization, death of an immediate family member, etc.

The Financial Aid Office will review the appeal and notify the student in writing of the outcome of their appeal. If the appeal is granted, the student is returned to financial aid probation, and their aid may be continued for one period of enrollment. If the student has not met the SAP requirements by the end of the probation period, he/she is no longer eligible for federally-sponsored financial aid.

Withdrawal or Incomplete and SAP

Withdrawal from a course and/or an Incomplete in a course will not be considered satisfactorily completed for SAP purposes. Each

of these types of courses will be considered courses attempted but not completed.

Students who receive financial aid and who carry a grade of Incomplete into a following semester risk loss of financial aid for that semester. Carrying an Incomplete grade reduces the student's overall (GPA) and lowers his/her credit hours' attempted-to-completed ratio, either or both of which factors can create a failure to meet the requirements for SAP.

Restoration of Federal Aid with SAP

Restoration of federally-sponsored financial aid becomes possible when the student achieves SAP requirements, based on official end-of-semester grade reports.

3. Courses Repeated

Courses repeated may receive federal aid provided that the student failed to complete the course (either by receiving a failing grade or by withdrawing prior to the end of class). A student may receive federal aid once for each course passed if it is retaken in an attempt to improve the grade achieved. Students may not receive federal loans for courses already taken if the grade achieved was the highest possible grade in the course (i.e. "4.0" out of a four point grading scale or "Pass" in a pass/fail course).

Repeated courses count towards Satisfactory Academic Progress (SAP).

4. Transfer Courses

Transfer courses, both those a student completed prior to admission to DMU and those accepted while a student is enrolled at DMU, are not factored in when calculating a student's DMU financial aid eligibility. Both types of transfer courses may count towards SAP as credit hours attempted and completed if the

student has completed the transfer of credit process (outlined in the Academic Catalog's Criteria for Transfer of Credit section).

5. Financial Aid Academic Year

DMU uses the Borrower-Based Academic Year (BBAY) for financial aid. The BBAY at DMU consists of two consecutive trimesters and its progression follows the student's progress through the program. A student's annual limit for Direct Unsubsidized loans is in effect for the period of each BBAY. Graduate Plus loans do not have annual limits but are awarded for the same BBAY as the Direct Unsubsidized loans.

6. Verification

FAFSA's are marked during processing as needing to be verified and reviewed for information that is potentially erroneous. The Financial Aid office will notify each student who has been selected for verification, and the student will have 10 days from the time they receive notification to bring in supporting documents that attest to the accuracy of the information on their FAFSA. Once verification is completed, the FAFSA will be corrected, and the student's eligibility to receive need-based aid will be assessed.

7. Return of Title IV Funds

Students receiving Title IV federal financial aid who withdraw are subject to a return of federal funds calculation as required by federal law (R2T4). This calculation determines the amount, if any, of the Title IV funds to be returned to the Title IV program(s) utilized by the student for the enrolment period that the student withdrew from. The calculation will be performed within thirty days of determining that a student has withdrawn. Please note that this policy is distinct from the University's refund policy, described in its catalog.

This calculation determines the amount of financial aid the student earned based upon the dates of enrollment, the percentage of the enrollment period completed, and the amount of the Title IV aid disbursed. Official withdrawal information is determined by the Office of the Registrar. Unearned Title IV federal financial aid disbursed on behalf of the student must be returned to the appropriate Title IV program.

When a return of funds is determined necessary, the University will return the portion of unearned Title IV aid in its possession to the Department of Education (DOE) within thirty days. It will also request that the student return any unearned aid in their possession. If the student does not return unearned funds in their possession within thirty days, the University is required by federal law to report this failure to the DOE. The DOE will pursue collection of any unearned Title IV funds. If a student fails to return unearned funds they will become ineligible for further Title IV aid until they reach a resolution with the DOE.

Since the recalculation is distinct from the University's refund policy, it is possible for there to be a discrepancy between the amount of funds earned and the tuition required by the University. In the case of a discrepancy, the University will address it in one of two ways. If the student has earned funds in excess of tuition owed, the University will send these funds to the student. If a tuition deficit is incurred by the return of unearned funds to the DOE, then the University shall bill the student for the remaining balance that they owe.

In cases of student withdrawal, the University will adhere to the processes as outlined by CFR 668.22 and will return funds in the order found therein.

Student Support Services and Policies

Student Support Services

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

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

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

Student Leadership Committee

The Student Leadership Committee (SLC) is a representative body for each cohort of the Psy.D. program.

Chaplaincy / Campus Ministry

Based on the mission and vision of the University, the Offices of Chaplaincy and Campus Ministry facilitate numerous

opportunities for the University students to grow in their faith formation. Included among these opportunities are daily Mass, weekly Eucharistic Adoration, occasional retreats, evenings of reflection, online prayer requests and spiritual retreats. These activities provide the students, staff, and faculty of the University with a valuable experience of shared worship. A schedule of dates and times for all activities is posted on the Office of Student Services Bulletin Board on a regular basis. The chapel is located on the first floor of the University. There is also an online Chapel available to students through Canvas® which allows them to partake of the spiritual life of the University from a distance.

In addition, spiritual direction and the sacrament of reconciliation with the Chaplain of the University are available to students, faculty, and staff. Other religious activities and programs for students held during the year include a Student Retreat at the beginning of the year, Advent and Lenten Evenings of Reflection, and a Pilgrimage with the President.

Student Code of Conduct

At the core of the standard of conduct of Divine Mercy University is the teaching of the Catholic Church regarding the transcendent dignity of every human person, created “in the image of God” (Gn 1:27). This dignity calls the members of the DMU community to respond to each other above all with charity, seeking always the true good of the other person (CCC 1822-29). Created by God, who is Truth Himself (Jn 14:6), the human person is called furthermore “to live the truth in love” (Eph. 4:15;). As an academic community rooted in the life of the Church, the members of the University community are to pursue and defend the truth in all their endeavors. Finally, made in God’s image, the human person is recognized as a free and responsible being (CCC 1738). Within the boundaries of civil law, institutional policies of DMU, and Catholic moral and religious teaching (CCC 1691-2557), this freedom for excellence is to be respected and encouraged by all members of

the DMU community. DMU core values include: faith, hope, charity, truth and goodness, scholarship and academic excellence, service and compassion, integrity and honesty, justice and responsible freedom, forgiveness and Reconciliation. Following from the general principles outlined above, a series of more specific standards may be stated to communicate more fully the expectations regarding moral life at Divine Mercy University. The listing of these standards is illustrative rather than exhaustive:

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

Proper Attire Policy

Students should dress in a way that reflects their status as aspiring professionals and the respect due to oneself and others in a Christian institution. The University reserves the right to counsel students on the appropriateness of attire if a complaint is received from faculty, staff, student, or site supervisor.

Students should consult their program handbooks and course catalogs for attire policy specific to their program.

Drug & Alcohol Use

Divine Mercy University prohibits the unlawful possession, use, or distribution of illegal drugs by students and employees on its property or as part of any of its activities.

Penalties: Penalties for violating the University's policy may include expulsion from the school and referral for prosecution. Federal and state law also penalize the unlawful manufacturing, possession, use, and distribution of illicit substances. The penalties vary based on many factors, including the type and amount of the drug involved, and whether there is intent to distribute. Federal law holds that any person who distributes, possesses with the intent to distribute, or manufactures a controlled substance on or within one thousand feet of an educational facility is subject to doubling of the applicable maximum punishments and fines.

Health and Behavioral Risks: The negative physical and mental effects of the use of alcohol and other drugs are well documented. Use of these drugs may cause: blackouts, poisoning and overdose; physical and psychological dependence; damage to vital organs such as the brain, heart and liver; inability to learn and remember information; and psychological problems including depression, psychosis, and severe anxiety. Impaired judgment and coordination resulting from the use of alcohol and other drugs are

associated with a variety of crimes. Individuals concerned about their own health or that of a friend should consult a physician or mental health professional.

Treatment: Should it be necessary, the University will refer the student or employee to an appropriate rehabilitation program or drug counselor.

Smoking Policy

In keeping with DMU Building Rules and Regulations: "In consideration of the health, welfare and the morale of our tenants, the Building is smoke free. This includes any connecting arcades, concourses, shopping centers and walkways. [...] Smoking is not allowed within twenty-five (25) feet of building and retail entrances or in garages. [...] "Smoking," as used in this policy, means the use of any tobacco-based or smoke-producing or vapor-producing item, including, but not limited to, cigarettes, e-cigarettes, cigars, pipes, bidis, kreteks and similar products." Accordingly, smoking is not allowed within twenty-five (25) feet of Divine Mercy University.

Pet Policy

Service animals are allowed at Divine Mercy University. Other animals are not allowed in DMU facilities.

Parking

The DMU Campus offers parking on campus for all Faculty, Students, and Staff. Parking is available, free-of-charge, to those who have DMU parking decals on their vehicles. Parking passes provide authorization to park in the campus parking lot during normal business hours of the University. Parking Permits are provided upon completion of the Parking Pass Request form.

Parking pass decals must be placed on the front windshield of their vehicle.

Visitor Parking

Visitors to campus including IPS Center clients will be provided with a temporary parking pass. Temporary parking passes can be obtained through the IPS Center, Security or the Director of Operations.

Student Housing

As a commuter campus, with a large online population, the University does not offer on-site housing. Although students are responsible for securing housing for themselves while enrolled at the University, the Office of Student Support Services is able to direct students to resources that may assist them in finding housing. Potential housing resources are listed on the University website and are available from the Dean of Students.

Career Services

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

Career placement services are also provided through DMU-sponsored workshops to help students build resume and job interviewing skills as well as through providing initial contact with potential employers. Current job openings, employment opportunities and other specialized opportunities in the field of clinical psychology, counseling and related human services are

available through various means including but not limited to the following; on the bulletin board located in the student lounge, through the student's DMU email, and through the official DMU Community Facebook group.

If students find themselves in a situation where they require additional resources and support in developing their professional path, they may also seek individualized one-on-one career consultation by reaching out to career services via Student Support Services and also through their Academic Advisor.

Counseling Services

Occasionally students may wish to seek individual counseling. Students who experience personal difficulties as a motive for seeking counseling should explore the availability of services. Students can consult the Office of Student Support Services for a list of local counseling service referrals.

If you feel you are in danger, are a danger to yourself through self-harm, experiencing a mental health emergency, or are otherwise having a medical emergency, DIAL 911 immediately.

- National Suicide Prevention Hotline: 1 (800) 273-8255
- National Human Trafficking Resource Center: 1 (888) 373-7888
- Therapists Online Now: www.betterhelp.com

**Note: Faculty Advisors, or other DMU administration, staff or faculty may NOT provide psychotherapy or professional counseling for students as part of their role at DMU. A counseling or therapeutic process and agreement with a student would constitute a dual role relationship.*

International Students Support

Divine Mercy University participates in the Student Exchange and Visitor Program, hosting International Students who represent

various countries from all over the world. DMU International Students provide insight and diversity to our university community, and their participation has and continues to enrich our programs.

International Students may contact the International Student Coordinator and Office of Student Life for applicable student support services.

Student Insurance

Students seeking medical or health insurance policies can consult the Student Services web page <https://divinemercury.edu/student-services/> for a list of companies providing insurance for students. International students are required to obtain insurance once they are in the United States. Students enrolled in a clinical program (Psy.D., M.S. Counseling) are required to obtain professional liability insurance prior to beginning their practicum/internship experiences.

Safety and Emergency Procedures

The Safety and Emergency Procedures Manual is for students, faculty, and staff members at DMU. It provides reference information to assist the university community with various safety guidelines. It can be found printed around campus and via the student resources in Canvas®.

Students should become familiar with the manual contents, including the documents and plans referenced throughout.

Emergency Treatment

The University recognizes that it is responsible for assisting students in obtaining reasonable first aid when they are on campus or onsite, including medical treatment in case of emergency, sudden illness or injury while on campus. A list of area

hospitals and clinics can be obtained from the Office of Student Services. It is the responsibility of the student to follow through with additional medical attention that may be required following this emergency treatment.

Social Activities

To facilitate community life, the University regularly sponsors social gatherings of students, faculty, staff, and their families. The Student Leadership Committee coordinates many of these functions, and student attendance is encouraged. Students enrolled in online programs are welcome to attend any time they are in the area. Details are circulated by the Office of Student Services and may be posted on any of the following: student bulletin boards, sent via e-mail, distributed to students' mailboxes, and posted on the University website. In support of the student life programs and services, a student activity fee is paid by each student enrolled.

University Administration and Staff

University Officials	
President	Rev. Charles Sikorsky, LC, JD, JCL
Chief Administrative and Financial Officer	Rigg Mohler, BBA, CPA
VP for Academic Affairs for Digital Learning/Academic Dean, School of Counseling	Harvey Payne, PsyD
VP for Enrollment and Marketing	Thomas Brooks, BS
VP for Human Resources and Operations	Antonio Maza, MBA
VP for Academic and Student Support	Laura Tucker, DHA
Registrar	Catherine E. Rosaschi, MS
Academic Administration	
Director, MS Counseling-Clinical Mental Health Counseling Program	John West, Ph.D.
Director, MS Psychology Program	Julia Klausli, PhD
Director, PsyD Program	Lisa Klewicki, PhD
Executive Director, Spiritual Director Program	Maria Brackett
Director of Library Services	Jeffrey Elliott, MSLS
Assistant Librarian	Ingrid Hellstrom, MS, MSLIS
Digital Learning and Innovation	Matthew Johansen, MA

University Administration

Director of Institutional Advancement	Thomas A. Cronquist, MS
Director of Marketing	Natalia Almomani, MBA
Director of Financial Aid	Antionette Wormley, MEd
Accounting Manager	Ali Meer, MBA
Junior Accountant and Student Accounts Administrator	Hermela Wogayehu, BA
Chaplain	Rev. Walter Schu, LC, PhD
Campus Ministry	Tony MacDonnell
Marketing and Communications Manager	Ebony Shamberger, MPS
Operations Manager	Katelyn Moroney, BA
Assistant Registrar	Aria Bryant
Strategic Planning Coordinator	Patricia Camarero, PhD
IT Support Specialist	Matthew Burrell
Student Success Advisor	Merita McCormack, MBA
Executive Assistant to the President	Beth Kerin
Executive Administrative Assistant for the Psy.D. Program	Michelle Robbins, MA
Academic Assistant for the School of Counseling	Laura Mayers, MS
Program Assistant, Clinical Mental Health Counseling Program	Jessie Tappel, MS Clinical Psychology

Administrative Assistant, Spiritual Direction Certificate (SDC)	Abigail Johnston
Alumni Relations Coordinator	Michele Drennen
Admissions Advisor	Julie Cipriano, BA
Admissions Advisor	Steven Showalter, BS
Admissions Advisor	Greg Shapero
Admissions Advisor	Christopher Garofalo

Faculty

Full-time/Part-time Faculty of the PsyD Program

Ahearn, Sr. Mary Patrice, RSM, Psy.D. (Clinical Psychology), Institute for the Psychological Sciences at Divine Mercy University, Training Director of the IPS Center, Assistant Professor.

Bond, Antony, Psy.D., (Clinical Psychology), Institute for the Psychological Sciences at Divine Mercy University, IPS Assistant Director of Clinical Training, Assistant Professor, Clinical Supervisor, Psy.D.

Graves, Diane, Ph.D. (Clinical Psychology), University of Michigan, Assistant PsyD Program Director, Professor.

Grundman, Stephen, Ph.D. (Philosophy), Catholic University of America, Assistant Professor of Integrative Studies.

Hollman, Suzanne, Psy.D. (Clinical Psychology), George Washington University, Adjunct Professor, Clinical Supervisor, Psy.D.

Klewicki, Lisa, Ph.D. (Clinical Psychology), Fuller Graduate School of Psychology, Program Director, Associate Professor, Clinical Supervisor, Psy.D.

Morse, Rebecca, Ph.D. (Psychology-Applied Developmental Psychology), George Mason University, Director of Research Training, Associate Professor, Psy.D.

Nordling, William, Ph.D. (Clinical Psychology), University of Maryland, Professor, Clinical Supervisor, Psy.D.

Orellana, Helena, Psy.D. (Clinical Psychology), Institute for the Psychological Sciences; Director, IPS Center, Assistant Director of Clinical Training, Assistant Professor; Psy.D.

Piette, Jeanne, Ph.D. (Clinical Psychology), Loyola University of Chicago, Associate Professor, Clinical Supervisor, Psy.D.

Scrofani, Philip , Ph.D., ABPP (Clinical Psychology), Catholic University of America, Professor, Clinical Supervisor, Psy.D.

Stefani, Kristi, Psy.D. (Clinical Psychology), Institute for the Psychological Sciences; IPS Center Resident in Psychology, Adjunct Professor, Psy.D.

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

Adjunct Faculty of the PsyD Program

Blanchfield, Colleen, M.D., St. George's University School of Medicine, Adjunct Faculty, Psy.D.

Lee, Su Li, Psy.D. (Clinical Psychology), Institute for the Psychological Sciences, Adjunct Professor, Clinical Supervisor, Psy.D.

Masson, Ian, MS Clinical Psychology, Institute of the Psychological Sciences, Director of the IPS Center.

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

DMU PsyD Academic Calendar 2021-2022

FALL SEMESTER 2021	
All Faculty Orientation	August 11 - 12
New Student Orientation	August 13
PsyD Classes Begin	August 16
Student Retreat	August 21
President's Picnic	August 21
Add/Drop Period Ends	August 25
University Town Hall Meeting	August 31
DMU CLOSED for Labor Day	September 6
Degree Conferral	September 10
CTRS Training Session #1	September 24 - 25
Last Day to Drop and Receive "W"	October 8
Fall Break (No Classes)	October 11 - 12
DMU CLOSED for Columbus Day	October 11
CTRS Training Session #3	October 22 -23
CTRS Training Session #4	November 12 - 13
Thanksgiving Break (No Classes)	November 24 - 26
DMU CLOSED for Thanksgiving	November 25 - 26
Last Day of Classes	November 29
Reading Day	November 30
Final Exam Period	December 1 - 7
CTRS Training Session #5	December 3 - 4
Christmas Break	Dec 8 - Jan 2
Grades Due to Registrar	December 13
DMU CLOSED for Christmas	December 23 & 24

Degree Conferral	December 31
DMU CLOSED for New Year's	December 30- 31
SPRING SEMESTER 2022	
Classes Begin	January 3
Add/Drop Period Ends	January 12
CTRS Training Session #6	January 14 - 15
DMU CLOSED for ML King, Jr. Day	January 17
March for Life	January 28
PsyD Student Symposium	January 29
CTRS Training Session #7	February 11 - 12
DMU CLOSED for President's Day	February 21
Winter Break	February 21 - 25
Last Day to Drop and Receive "W"	March 4
CTRS Training Session #8	March 18 - 19
University Town Hall Meeting	March 22
CTRS Training Session #9	April 8 - 9
Easter Break (No Classes)	April 13 - 19
DMU CLOSED Good Friday/Easter Mon.	April 15 & 18
Last Day of Classes	April 25
Reading Day	April 26
Final Exam Period	April 27 - May 3
3rd Year Comprehensive Exams (Written)	May 5 - 6
Grades Due to Registrar	May 9
DMU Commencement	May 14
Med-Year Break	May 4 - 15
CTRS Training Session #10	May 20 - 21
SUMMER SEMESTER 2022	

Summer Classes Begin	May 16
Add/Drop Period Ends	May 19
DMU CLOSED for Memorial Day	May 30
Last Day to Drop and Receive "W"	June 3
3rd Year Comprehensive Exams (Oral)	TBD
CTRS Training Session	June 10 -11
Last Day of Classes/Final Exams	June 20
Grades Due to Registrar	June 27
IPS Center Externship 2021-2022 Ends	June 30
DMU CLOSED for Independence Day	July 4
IPS Center 2022-2023 Externship Begins	July 5
Degree Conferral	August 5
Degree Conferral	September 9
FALL SEMESTER 2022	
All Faculty Orientation	August 10 - 11
New Student Orientation	August 12
PsyD Classes Begin	August 15

Regarding the Academic Catalog

Every effort has been made to provide accurate information. This catalog contains general academic and administrative information with specific course descriptions of the courses of study offered. All classes are offered subject to instructor availability and sufficient enrollment. A schedule of classes is available prior to the registration period each semester. Divine Mercy University reserves the right to change any of its policies without prior notice, including but not limited to: tuition, fees, credit hour per course, course offerings, curricula, grading policies, graduation, program requirements, admission standards and policies. Students will be notified of changes as they occur, in a timely manner. This catalog supersedes all previous catalogs. The policies expressed in this catalog and each subsequent catalog will be considered the official position of the University, regardless of any policies stated in a previous catalog received by the student upon admission. This catalog and each subsequent catalog are supplemented by the rules and regulations stated in institutional publications and on the school website. When conflicts exist between any of these sources, the most recent rule, regulation or policy will be applied. The student is responsible to ensure that all graduation requirements for degrees are met in accordance with the catalog published at the time of their enrollment in the degree which they seek. This catalog is in effect until the Fall Semester 2021.

Notification of Policy Changes to Students

As policies evolve, students will be informed by the Psy.D. program director who will disseminate these policies to the students through the Student Leadership Committee (SLC). The SLC will then distribute the policy/ies to the student body and request feedback. This feedback will then be conveyed to the Psy.D. program director who will then consult with the faculty about any student concerns.