

# Ponce School of Medicine

## Doctoral Program in Clinical Psychology

*Accredited by the*  
*American Psychological Association<sup>1</sup>*



## Program Curriculum

And

## Course Description

**2005 - 2008**

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<sup>1</sup> Information about the program's accreditation status may be obtained from the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242. Phone: 202-336-5979 TDD/TTY: 202-336-6123. Fax: 202-336-5978

## Required and Elective Courses

The required foundation and clinical courses, together with the elective courses and all practica available through the program, are presented below. The program curriculum is designed to be completed in four years by regular students. Students entering with a master's degree (advanced standing students) complete the core curriculum in three years. Regular students take elective courses during their fourth year in the program. Our curriculum includes all competencies for the training of clinical psychologists proposed by the National Council of Schools and Programs in Professional Psychology and is updated periodically according to the accreditation requirements of the American Psychological Association

### Required Foundation Courses

- PSY 511 Fundamentals of Neuroscience (3)
- PSY 512 Neuroanatomy Laboratory. (2)
- PSY 514 Neurobiology and Psychology of Emotion and Motivation (2)
- PSY 515 Human Growth and Development (3)
- PSY 518 Principles of Psychoneuroimmunology (1)
- PSY 522 Psychology of Personality (3)
- PSY 523 Cognitive Psychology (3)
- PSY 527 History of Psychological Thought. (2)
- PSY 573 Ethics in Professional Psychology (2)
- PSY 620 Applied Research for Psychologists (2)
- PSY 660 Behavior Modification: Theory and Practice (2)
- PSY 625 Test Construction. (2).
- PSY 623 Qualitative/Quantitative Methodology and Descriptive Statistics (3).
- PSY 731 Racial, Ethnic and Cultural Diversity (3)
- PSY 832 Social Bases of Behavior (3)

**Total Credits: 36**

### Required Core Clinical Courses

- PSY 541 Fundamentals of Clinical Psychopathology (2)
- PSY 645 Mood and Anxiety Disorders (3)
- PSY 648 Psychopathological Disorders in Children and Adolescence (2)
- PSY 652 Cognitive Assessment. (3)
- PSY 654 Projective Personality Assessment (4)
- PSY 662 Cognitive and Cognitive Behavioral Therapy (2)
- PSY 663 Dynamically-Oriented Short-Term Psychotherapy (2)
- PSY 684 Introduction to Psychological Assessment and Testing (2)
- PSY 717 Clinical Psychopharmacology (2).
- PSY 747 Personality and Psychotic Disorders (3)
- PSY 767 Family Therapy and Systemic Interventions (2)
- PSY 766 Group Processes and Group Psychotherapy (2)

**Total Credits: 29**

### Required Professional Courses

- PSY 655 Objective Personality Assessment (2)
- PSY 773 Supervision and Consultation (3)
- PSY 872 Program Development, Administration and Consultation in Mental Health (3)

**Total Credits: 8**

## **Elective Courses**

(Minimum of 13 credits)

- PSY 531 Psychocultural Analysis of P.R. and contemporary Societies (2)
- PSY 719 The Practice of Psycho-Oncology with Children and Adults (2)
- PSY 755 Psychoeducational Assessment & Professional Consultation in Academic Settings (2)
- PSY 764 Psychotherapeutic and Systemic Interventions with Children & Adolescents (2)
- PSY 765 Post Modern & Solution Oriented Therapies (2)
- PSY 800 Independent Study (up to 6 credits per project)
- PSY 811 Anatomy and Physiology for Professional Psychologists (3)
- PSY 812 Anatomy Laboratory (1)
- PSY 814 Psychology of Addictions (2)
- PSY 818 Clinical Health Psychology (2)
- PSY 819 Functional and Correlational Neuroanatomy (2)
- PSY 836 Psychology of Gender (2)
- PSY 847 Neuropathological Conditions (2)
- PSY 851 Neuropsychological Assessment (3)
- PSY 868 Advanced Family Therapy (2)
- PSY 869 Psychoanalytic Psychotherapy (2)
- PSY 870 Studies in Human Sexuality (2)
- PSY 871 Forensic Psychology (2)
- PSY 874 Geriatric Psychology (2)
- PSY 875 Neuropsychological Rehabilitation (2)

## **Required Practica**

- PSY 581 Introduction to Clinical Practice- (50 hrs)
- PSY 582 Fundamentals of Clinical Interventions and Emergency Psychology- (50 hrs)
- PSY 683 Psychotherapeutic Techniques- (250 hrs.)
- PSY 685 Conceptualization & Intervention Planning- (250 hrs.)
- PSY 786 General Clinical Practice: Integration I- (250 hrs.)
- PSY 787 General Clinical Practice: Integration II- (250 hrs.)

**Total hours of Clinical Practica : 1100**

## **Other required practicum**

- PSY 681 Cognitive Assessment Practicum (30 hrs)
- PSY 682 Personality Assessment Practicum (30 hrs)
- PSY 724 Research Practicum: Data Collection & Data Analysis (30 hrs)

## **Elective Practica**

- PSY 888 Advanced Clinical Practicum: Advanced Clinical Health Psychology. (250 hrs.)
- PSY 789 Advanced Clinical Practicum: Child and School Psychology (250 hrs.)

## **Dissertation**

- PSY 826 Doctoral Dissertation

## **Predoctoral Internship**

- PSY 900 Pre-doctoral Internship (2000 hrs)

# Course Descriptions

## Cluster I: Biological Foundation of Behavior

PSY 511 Fundamentals of Neuroscience (3 credits)

Starting with a general exploration of the intrauterine development of the neural tube and crest, the course explores the anatomical and physiological foundation of the nervous system within a developmental context. It provides a general overview of the chemical basis of behavior. The lectures will mostly address normal neurological development and functioning but will make reference of the clinical implications of various endogenous and exogenous abnormalities such as genetic and neurodevelopmental variations and morphological abnormalities. The sensory, motor and arousal systems will be examined in detail.

PSY 512. Neuroanatomy Laboratory. (2 credits) To be taken concomitantly with PSY 511.

The laboratory experience will allow the student to observe the morphological characteristics of the CNS including the spinal cord and its projections, the cranial nerves, the brain stem and peripheral vasculature of the brain. The student will observe the internal structure of the brain at the same time that such information is provided through PSIC 511. Special attention will be given to those hypothalamic, limbic and cortical zones that sub-serve the major neurocognitive and neurobehavioral functions.

PSY 514 Neurobiology and Psychology of Emotion and Motivation (2 credits)

This course explores the basic dimensions involved in the understanding of emotional processes: neurobiological, cognitive/psychological and social. It begins with an analysis of the neural structures that underlie and subserve emotional processes. Once this information is mastered, the student is exposed to the main psychological theories that explain the interaction between appraisal of external situations and the biological (emotional) reactions to the nervous system to such evaluations. The classical as well as the contemporary theories of emotion will be explored. The course also explores the neurobiology of motivation and the behavioral manifestations of motivated behavior. The main psychological theories of motivation are also explored within a historical perspective. The course will also explore the neurobiological and psychological relationships between emotion and motivation.

PSY 515 Human Growth and Development (3 credits)

This is one of the core theoretical courses of the program that also provides an opportunity for the student to develop competencies in the assessment of diverse developmental milestones and neurodevelopmental functions in infants and children. The course begins with a presentation of the process of birth and of the clinical methods utilized to assess normal development during the perinatal stage. It follows with a description of the normal progression of the basic areas including motor, sensory, language, cognitive, social and emotional. Various developmental scales and psychometric instruments will be taught during the semester.

PSY 518 Principles of Psychoneuroimmunology (1 credit)

Psychoneuroimmunology emerges as a science and branch of medicine, which attempts to provide a scientific explanation to the issue of mind/body relationships. In this sense, it proposes, studies and explains the existing communication between diverse body systems that are responsible for maintaining the equilibrium that allows for a harmonic

and healthy functioning of the human body. Students will explore the area of psychoneuroimmunology through a review of the principal concepts on the topic, of the scientific literature and through the most current areas of research. The effect of stress upon the immune system is examined. Specific psychological and CBT techniques utilized by the field of psychoneuroimmunology to treat patients with stress and immune disorders are introduced as well. HIV is explored as an example of a condition that through psychological intervention the Psychologist can impact the psychoneuroimmunological status of the person treated.

PSY 717 Clinical Psychopharmacology (2 credits)

The initial portion of the course provides an introduction to pharmacodynamics and pharmacokinetics. It explores the main neurotransmitter systems of the brain and the role they play on abnormal behavior. The rest of the course focuses on the basic pharmacological properties and clinical actions of the main psychotropic medication including: Antidepressants (SSRI, Tricyclics and newer agents), Anxiolytics (with emphasis on Benzodiazepines), hypnotics, mood stabilizers, high and low potency neuroleptics (emphasis on the newer generation of antipsychotic medication).

PSY 719 The Practice of Psycho-Oncology with Children & Adults (2 credits)

An exploration of the many facets of psycho-oncology, including an historical overview, as well as the present role of the psychologist within the context of medical settings. Special emphasis is placed on the impact of developmental and maturational factors in cancer, behavioral risk factors, psychological adaptation factors, and issues related to site of cancer. An examination of research in psycho-oncology is also addressed, focusing on quality of life scales, pain assessment, and other intervention strategies.

PSY 811 Anatomy & Physiology for Professional Psychologists (3 credits)

This course expands on the Principles of Neurosciences course in covering the other systems of the human body with special emphasis on those anatomically located in the thorax and abdomen. It covers the basic anatomy and physiology of these systems with brief coverage of the most commonly encountered pathophysiological conditions. This course is elective but highly recommended for all students interested in developing competencies in the subspecialties of Health Psychology and Neuropsychology. It is also recommended for students who plan to attend a healthcare setting for their internships.

PSY 812 Anatomy Laboratory (1 credit)

The Gross Anatomy Laboratory is a specially designed experience to accompany the Anatomy and Physiology Course (Psy 711). Students will actively participate in laboratory experiences with corpses and lab models to explore the different organs and systems presented for PSY 711.

PSY 818 Clinical Health Psychology (2 credits)

This seminar provides an introduction to the field of Clinical Health Psychology. It begins with the history of the specialization, with an analysis of the traditional role of the Psychologist (or lack of) in the health system and leads to the exploration of the advancements in the field of learning, cognition, motivation and psychophysiology, that provide the foundation for the clinical work done in medical settings. The cognitive variables that mostly mediate lifestyle and the perception of health and illness are presented. The research done on stress, illness behavior and on the psychological mediation of pain will be explored. The rest of the course will focus on the psychological

correlates/determinants and treatment of various medical conditions including; migraine headaches, diabetes, idiopathic high blood pressure, GI distress, myalgias, etc.

PSY 819 Functional and Correlational Neuroanatomy (2 credits) Pre-requisite PSY 511 & 847

Functional and Correlational Neuroanatomy is an elective course designed to provide the student with additional knowledge to the interactions between brain and behavior. It is an advanced course which requires a background in neuropathology and which prepares the students for advanced assessment of cases involving brain damage and/or dysfunction. The course also prepares students for a Neuropsychological Rehabilitation course, for which advanced understanding of functional neuroanatomy and of the clinical correlates of neuropathology is essential.

### Cluster II: Scientific Inquiry And Psychological Theory

PSY 522 Psychology of Personality (3 credits)

The three main areas of interest of the field of Personology will be covered through this course. Emphasis is given to the holistic theories of personality and their clinical application. However, many of the issues studied by Trait Psychologist and constructs utilized to describe and explain human behavior by Social Psychologist and Social Learning Theorists will be addressed also including: locus of control, attribution, neuroticism, field dependence, etc. Other concepts emanating from depth and personality-developmental psychology will be discussed in detail. The course attempts to develop the capacity to apply such theories and construct to every day life and to clinical situations. During the process of learning about human personality, the student will become familiarized with a number of scales and tests that are utilized to measure various personality variables.

PSY 523 Cognitive Psychology (3 Credits)

The study of the diverse psychological systems that allows the human being to gather information/knowledge from his/her internal and external world is the main focus of this course. The psychology of sensation, perception, cognition, psycholinguistic and information processing provide the experimental and theoretical background to the study of the following topics: attention, thinking, problem solving, language and memory. The student is exposed to the main concepts of each area, to the main research methods utilized to examine hypothesis and to the practical application for clinical practice of such body of knowledge.

PSY 527 History of Psychological Thought (2 Credits)

This course provides a survey of the history of Psychology with emphasis on the philosophical, scientific, sociopolitical and cultural background of each psychological era/movement. The manifestation of the innate vs. environmentalist approaches throughout history will serve as the frame of reference to the analysis of theories and school of thought. Specific philosophical and scientific issues germane to clinical practice will be discussed including the history of the mind-body dualism. Principles of the Philosophy of Science as they apply to psychological thought, theory building and psychometrics will be presented.

The course will end with an overview of the systems that have most impacted the field of psychology during the last few decades including: humanism, cognitive, systems theory, cybernetics, constructivism, etc.

- PSY 620 Applied Research for Psychologists (2 credits)
- This course will provide the foundation for the acquisition of practical research skills. The course expands from the selection of a definable problem, through the literature search, to the elaboration of hypothesis and initial methodological considerations. After learning about the basic principles and the specific steps utilized to conduct applied psychological research, the student will be able to write the introductory section of his/her research project.
- PSY 623 Qualitative/Quantitative Methodology and Descriptive Statistics (3 Credits) Prerequisite: Psy 620
- As a continuation of PSY 620, the student will obtain a more detailed exposure to psychological research methods through this course. Qualitative and quantitative approaches will be compared and contrasted. The type of statistics applicable to the analysis of data is discussed. The students will utilize statistical computer programs to process data and obtain statistical values. By the end of the course the student will be able to write the methodology section of his/her research project.
- PSY 625 Test Construction (2 credits)
- This course provides the student with a more in-depth exposure to the process of test construction and validation. It intends to foster a better understanding of the psychometric properties of psychological tests and to develop specific skills in the adaptation of different psychometric instruments to populations different from the one for which the test was constructed and standardized.
- PSY 724 Research Practicum: Data Collection and Data Analysis (0 credits). Prerequisite: Psy 623
- Students who have completed Q & Q Methodology and Descriptive Statistics course (Psy 623) and who have already designed a dissertation proposal through their experience in Psy 620 and 623, will acquire skills in collection of data for research purposes. The practicum will also help students to develop the skills needed to analyze data utilizing descriptive and inferential statistical techniques such as Chi-square, Correlation techniques, Student t-test, Analysis of Variance and other techniques according to their particular type of research projects. Through this practicum, the student will learn to use SPSS and other software designed to analyze quantitative and qualitative data.
- PSY 826 Doctoral Dissertation (0 Credits)
- The student will register in Psychology 826 during the 4<sup>th</sup> year and will meet regularly with his/her thesis advisor and other committee members. Through these meetings the student will be guided towards the completion of his/her dissertation project.

### Cluster III: Culture, Society And Group Processes

- PSY 531 Psychocultural Analysis of Puerto Rican and Contemporary Societies (2 Credits)
- Relying on the anthropological literature on Puerto Rican culture, this course will engage the student in an in-depth exploration of the historical antecedents and current

manifestations of this Caribbean culture. The worldviews of both Traditional and Technologically- oriented components of the culture will be analyzed in the context of clinical practice and treatment planning. The impact of the Transculturation process with its resultant deepening of the bicultural trend of contemporary Puerto Rican society will serve as the frame of reference for understanding current social and cultural issues. The process of migration to USA with its impact on those Puerto Ricans who migrate, will be utilized to further understand the principles of Multicultural Counseling within a psychocultural and “world views” context.

PSY 731 Racial, Ethnic, and Cultural Diversity (3 credits)

The main goal of this course is to provide a broad view of issues involving the role of psychologist in areas such as Culture, Race, Gender, Sexual/Political Orientation, Religion/Spirituality, and Age, among others. The student will be exposed to theory, research, practice, professional issues, challenges, and potential solutions to issues involving marginalized individuals or groups. Through lectures, guest speakers, class presentations, and group reflections students will have the opportunity to be exposed to or learn about themes such as: disability, religion, spirituality, social class, the elderly, sexual orientation and gender, ethnicity, race and culture.

PSY 832 Social Bases of Behavior (3 credits)

Social Psychology is an area of psychology that fosters our understanding of how society influences the psychological, behavioral and biological dimensions of human beings. Individuals are socialized within particular contexts and this process manifests itself through his/her perceptions, cognitions, attitudes, emotions, embodiments, and behaviors.

This course provides an overview of the contributions of Social Psychology to different areas of studies, particularly to Clinical Psychology. Special emphasis will be placed on philosophical, cultural, economical, and sociopolitical elements that have influenced its transformation through history. The study of Social Psychology is essential for the understanding of individual and collective phenomena, which is an indispensable tool for mental health professionals.

In this course students will explore Social Psychology’s theory and practice. Also, they will identify and reflect on the advantages and obstacles that social psychologists face as agents of social change. This will be done with special emphasis of the implications for clinical practice and research.

PSY 836 Psychology of Gender (2 credits)

An exploration of adult personality development forms the foundation of this course with special reflection on gender differences as identified through relevant research and humanistic literature. The different stages of adult development will also serve as the foundation to explore the psychosocial and psychocultural issues that have affected adults in traditional and contemporary societies. The course will address the following topics, among others: choosing life styles and sexual orientation – the GLBT movement; multilateral and multigenerational relationships and connectedness; social roles, work and community; marriage, pregnancy, mothering and fatherhood, , health and health psychology of women and men. Gender issues, gender roles and gender differences will be of primary concern for this course. The psychotherapeutic implications of these issues will be addressed throughout the course.

Cluster IV: Psychopathology

PSY 541 Fundamentals of Clinical Psychopathology (2 credits)

This course provides the foundation for the rich sequence of courses on psychopathological conditions in children, adolescents, adults and the elderly. It starts with a presentation and analysis of the theories about normality found within the literature and implicit within many psychometric scales and instruments. It follows with an analysis of the experience of stress, loss, trauma, dissociation and other non-pathological human experiences that reflect the borderline between normalcy and psychopathology. It concentrates on the techniques utilized to assess psychopathology within clinical settings with special and detailed attention to the Mental Status Evaluation. The main concepts utilized in the field of psychopathology will be explained. The student will learn the meaning of symptoms, signs and syndromes as these relate to normal and abnormal dynamics of both organic and psychological nature. The course ends with an exploration of the Adjustment Disorders, of DSM-IV "V" codes, of the DSM IV culture-bound syndromes (e.g. nervous breakdown) and of the milder forms of psychological dysfunction.

PSY 645 Mood and Anxiety Disorders (3 credits) Prerequisite: PSY 541

This course focuses on the different types of mood/affective disorders including depression, mania, anger and its multiple clinical and syndromal manifestations. It provides the student with an organized clinical frame of reference to diagnose and differentiate these conditions and the theoretical background necessary to understand its etiology and clinical course. Implications for psychodiagnosis and treatment will be explored. The major theories explaining depression and some of the other affective disorders will be introduced including Beck Cognitive Theory, Freud's conceptualization of mourning, attachment theories of depression, Learned Helplessness paradigm from Learning theories and others.

The role of anxiety in our lives will provide the foundation for the analysis of the more disturbing anxiety-related syndromes that frequently presents in clinical practice. Generalized Anxiety Disorder, Phobias, Panic Attacks, PTSD, Obsessive Compulsive Disorders, Somatoform disorder and other Anxiety-related syndromes will be explored throughout the course. Clinical manifestations, differential diagnosis and the somatic and psychological treatment approaches to these syndromes will be emphasized. The Neurophysiology of anxiety will be explored together with the somatic interventions utilized to control it.

PSY 648 Psychopathological Disorders in Children and Adolescents (2 credits) Prerequisite: PSY 541

A general exploration of the different psychological and neurodevelopmental disorders of childhood and adolescence including Autism, ADHD, elimination and eating disorders, behavioral disorders, affective and anxiety disorders. The main theoretical positions available about each condition will be presented to assist the student in gaining an adequate understanding of the underlying dynamics of each condition, in addition of their clinical manifestation.

PSY 747 Personality and Psychotic Disorders (3 credits) Prerequisite: Psy 645

Through this course the student will be guided through the exiting literature on Personality Disorders to read the theories that best illustrate these complex clinical syndromes. Through this approach the student will be able to compare various approaches to the diagnosis, understanding and treatment of the different types of personality disorders including borderline, antisocial, narcissistic, avoidant, schizoid, schizotypal, and others. Various general theoretical orientations created to facilitate the understanding and clinical work with PD patients will also receive special attention

including those of Shapiro, Millon, Kernberg and others. The student will obtain a detailed understanding of psychotic processes based upon their readings, the lectures provided and upon the examination of recorded interviews with psychotic patients. This will allow the student to obtain an in-depth understanding of the different manifestations of psychotic symptoms. The main types of psychotic disorders will be presented with emphasis on Schizophrenia, Affective Psychosis, Brief Reactive Psychosis and Paranoia.

PSY 847 Neuropathological Conditions (2 credits). Prerequisite: PSY 541

Many conditions presenting with psychological and behavioral manifestations are in effect the result of neuropathology. This course will examine those syndromes, their neurocognitive and neurobehavioral sequel, issues on differential diagnosis and intervention strategies including pharmacological, psychotherapeutic, cognitive rehabilitation, case management, inpatient or community based treatment. Among the syndromes to be analyzed the following will receive primary consideration: congenital malformation/abnormalities (e.g. C.P., colossal agenesis), dementia (e.g. Alzheimer), vascular pathologies (e.g. stroke), neoplastic abnormalities (e.g. meningioma). The second part of the course will focus on acquired neuropathological conditions such as traumatic conditions (e.g. Post Concussion Syndrome), infections (encephalitis), and encephalopathies (e.g. Korsakov syndrome).

### Cluster V: Psychological Assessment

PSY 652 Cognitive Assessment (3 Credits). Prerequisite: PSY 625

After exploring some of the basic theoretical and psychometric issues surrounding the “intelligence” construct, the course will examine the evaluation of intelligence and other cognitive functions and academic achievement. The main instruments presented are: Wechsler scales (Pre-School, Child, Adult), Test of Non Verbal Intelligence II and K-ABC. Through this course and its concurrent Cognitive Assessment Practicum, the student will acquire the necessary skills to ethically and competently administer these tests and other psychometric instruments. The course will also concentrate on the scientific method of hypothesis generation, on the type of inferences that may be drawn from these tests and on the different models of data interpretation available through the scientific psychometric literature.

PSY 654 Projective Personality Assessment I: (4 Credits). Prerequisites: PSY 522, 541 & 652

Projective techniques constitute an important component of the Clinical Psychologist armamentarium of diagnostic tests. The newer Rorschach system is one of the most widely utilized of these techniques. This course will focus on the Rorschach method as perceptual-cognitive problem-solving tasks with an incomparable projective potential. Learning the administration and scoring of the Rorschach will be the main objective of the course. The thematic techniques (TAT, CAT) and various Paper-Pencil projective techniques will be presented as secondary and/or alternate personality assessment methods.

PSY 655 Objective Personality Assessment. (2 Credits). Pre-requisite PSY 652 & PSY 654 or taken concurrently

The different types of Objective Personality tests have made a significant impact on the practice of Professional Psychology. Different scales, inventories and rating scales are an important part of the Psychologist assessment techniques. This course will provide the basic knowledge and skills necessary to administer, score and interpret some of the most commonly utilized non projective personality

assessment techniques including: MMPI-2, NEO-PI and the Millon Health and Personality Inventories. The course will also introduce some of the most popular scales utilized for the assessment of depression, anxiety and other psychopathological conditions. Finally, the course will provide an overview of vocational interest scales.

PSY 755 Psychoeducational Assessment and Professional Consultation in Academic Settings (2 Credits). Prerequisites: PSY 652

Most psychologists provide services to school age children under different circumstances and for different reasons. This course will prepare the student to respond and to intervene effectively in this type of professional setting. It will also provide advanced skills in psychological testing with children, integration of clinical data and methods of consultation in school settings. The student will learn about additional psychometric instruments and scales useful to address the type of referrals most frequently triggered by the learning problems of school age children. In accomplishing this, the course will examine theories of learning disability (language based, visual-spatial, etc.), neurodevelopmental conditions that interfere with academic performance, behavioral problems usually manifesting in academic settings and the law that regulate the delivery of special education services to qualified students. The dynamics of professional work in school setting will also be addressed in preparing students for a role in these community scenarios.

PSY 851 Neuropsychological Assessment (3 credits) Pre-requisite: PSY 511, PSY 652, and PSY 654.

This course contains two main components, didactic and experiential. The didactic component concentrates on teaching the students the most commonly encountered neuropathological syndromes addressing their etiology, dynamics, symptomatology and phenomenology. The second component of the course focuses on the development of competence in the administration, correction and interpretation of neuropsychological techniques. This test will be presented in the context of the different batteries of tests currently utilized to assess attention/concentration, memory, language, motor functioning, visual constructive and nonverbal skills, and executive functions. The student will have the opportunity to perform at least one of these batteries. The students will acquire the ability to recognize the various neuropathological syndromes presented in class and to accurately report test findings.

### Cluster VI: Psychotherapy And Behavior Change

PSY 660 Behavior Modification: Theory and Practice (2 credits)

This course serves as an adjunct to the Cognitive and Cognitive-Behavioral Therapy course also to be taken during the first semester of the second year. Its main goal is the development of an advanced understanding of the multiple ways in which behavior may be altered through interactions with the environment. Students will be able to gain a solid working knowledge of Learning Theories as they apply to real life contexts and to clinical settings. The course will introduce the student to the different theoretical traditions of the field. The student will learn the principles of Applied Behavioral Analysis. They will also learn about other technological advances of the field based on Respondent/Classical and Social Learning approaches. By the end of the course the student will be able to design a behavior modification program for a particular problem or situation.

PSY 662 Cognitive and Cognitive-Behavioral Therapy (2 Credits)

CBT has become one of the main therapeutic approaches utilized by Professional Psychologists. Backed by an impressive body of scientific research, CBT serves as the intervention backbone for many other subspecialties in the field of Clinical Psychology including Health Psychology, Addiction Psychology, Child Therapy, and others. Based upon the extensive literature on Learning Theories, Cognitive Psychology and Behavior Modification, the most effective Cognitive and Cognitive Behavioral therapeutic modalities will be presented throughout this course; e.g. Cognitive Therapies, Rational Emotive Therapy, Multi-modal therapy, Cognitive-Developmental Therapy. Some of the techniques emphasized during the course are: Systematic Desensitization, Behavior Rehearsal, and Cognitive Restructuring. Multiple behavior and cognitive assessment techniques will be demonstrated and fully covered.

PSY 663 Dynamically-Oriented Short-Term Psychotherapy (2 Credits)

Short-term psychotherapy (brief psychotherapy, time-limited psychotherapy) is focused from a variety of philosophical perspectives, but all share the emphasis on the practicality of rapid conflict resolution. During the course, we will include several of these approaches to short term psychotherapy in the belief that an effective psychotherapy must have two components. First, the therapist must be knowledgeable and skilled in the techniques. Second, the therapist must have a varied armamentarium, so as to match the approach to the patient's specific needs.

PSY 764 Psychotherapeutic and Systemic Interventions with Children and Adolescents (2 Credits). Prerequisite: Psy 648

Through this course the student will be able to get acquainted with the major therapeutic intervention available to address different types of internalizing and externalizing conditions with children. After exploring general therapeutic approaches the course will explore specific therapeutic interventions appropriate to treat various childhood conditions such as: affective disturbances, anxiety disorders, eating and elimination disorders, impulse control, and conduct disorder. The need to integrate individual with family and system interventions in dealing with many childhood conditions will also be addressed during the treatment-planning portion of the course.

PSY 765 Post Modern and Solution-Oriented Therapies. (2 Credits)

Constructionism, Second Order Cybernetics and Narrative approaches to therapy have emerged to prominence as a more humanistic alternative to traditional psychotherapy. Their philosophical underpinnings are usually dialectically opposite to the traditional conceptualizations of human behavior and deserve specific examination by the Clinical Psychology student. The writings of Gergen, Perry, and other contemporary authors who have pioneered the field will be utilized to provide the main theoretical orientation to the course. The therapeutic modalities of the Constructivists and of the pioneers of Narrative Therapy will be emphasized in terms of acquisition of therapeutic skills. The therapeutic trends emerging as a response to manage care is also explored through one of its main modalities: Solution-Oriented Psychotherapy.

PSY 766 Group Processes and Group Psychotherapy (2 Credits)

Basic psychological processes of small groups are initially explored as a foundation to introduce the main theoretical approaches to group therapy. The course provides an in-depth examination of the steps usually conducted to determine the type of group to form and the selection process. The different stage of development of the therapeutic group follows together with the manner in which the different curative factors of group therapy

are activated and maintained during treatment. The role of the therapist is emphasized throughout each topic.

PSY 767 Family Therapy and Systemic Intervention (2 Credits)

A brief review of the history of Family Therapy will provide the initial approach to the course and to the analysis of the different types of family therapies. Special attention will be given to structural, systemic, strategic and transgenerational orientations. The student will learn specific Family Therapy techniques needed to assess families (genograms, joining techniques, etc.), will learn to elaborate treatment plans, and to organize and conduct family sessions.

PSY 868 Advanced Family Therapy (2 Credits). Prerequisite: PSY 767

A continuation of Family Therapy and Systemic Intervention, this elective course will expose the student to advance family therapy assessment, treatment planning and techniques. Constructionist and Narrative techniques will be explored while the student learns to integrate the basic family therapy techniques learned through Family Therapy I. This is an advanced course which requires much integration of multiple fields and areas of study such as addictions, psychopathology, sociocultural determinants of behavior, postmodern thinking, advance therapy technique, group processes, etc. The student will observe video and live family sessions that will illustrate some of the core issues presented during class. Collaborative Family Therapy approaches as well as the theory and practice of Reflective Teams will be part of the modalities to be reviewed.

PSY 869 Psychoanalytic Psychotherapy (2 credits). Prerequisite: PSY 663

Students with special interest in the field of psychotherapy will receive a more in-depth exploration of Psychoanalytic Psychotherapy. The course will provide the foundations for the development of psychotherapeutic skills utilizing these therapeutic models. The student will become acquainted with the pertinent literature of the field beginning with Freud's writings on assessment and technique and will be exposed to the methodology of the therapeutic model. Each student will apply the information learned to at least one case to be seen under supervision.

### Cluster VII: Professional Seminars

PSY 573 Ethics in Professional Psychology. (2 Credits)

All professional activities performed by a Clinical Psychologist involve other individuals who are part of society and who are probably served by an organization. Many ethical situations involve conflictive decision making which intends to protect all participants of the issue. Such interactions and the need to safeguard the needs and rights of those being served in the professional context will be a major component of this course. The nature and types of ethical dilemmas will be examined from a conceptual as well as from an applied perspective. The course will gear around multiple cases that by themselves illustrate the different ethical issues that are most confronted in clinical practice.

PSY 773 Supervision and Consultation (3 credits)

This course explores the historical context and the philosophy of supervision. It analyzes the major supervision models and their application to psychotherapeutic and educational/training settings. The differences between the supervisor and consultant role will be explored in the context of the relationship with the

supervisee and the consultee. Most common consultation settings for psychologists such as schools and organizations will be emphasized, exploring contemporary strategies and techniques such as coaching and mediation. Students will be given the opportunity to supervise at least one student in their initial clinical practice. Their supervisory work will be monitored and supervised by the course professor. The student will provide a written report on the experience. Other work related to supervision and consultation may be required depending upon the opportunities available in the community and with different organizations.

PSY 814 Psychology of Addictions (2 Credits).

The most common types of addictions will be explored from multiple perspectives including: neurophysiological (brain pleasure centers and neurotransmitters, tolerance, dependence, craving, withdrawal), psychological (attitudes, cognition, identity), family/social (systemic, cultural), and community/government (policies, prevention). Substance abuse will be distinguished from substance dependence. Emphasis will be given to the diagnosis and treatment of dual diagnosed patients and on the complex interaction between mental health/psychiatric disorders and Substance Abuse. Treatment approaches for different levels of abuse/dependence will be explored. Prevention strategies and community/government efforts done throughout the past few decades to address the problem will be explored. The need of integrated continuous system of treatment resources to address the need of SA/MH (dual diagnosed) patients is also discussed. At the end of the course, students will develop and implement a short-term presentation program. This small group collaborative preventive project will be implemented through many types of community activities including: a media campaign, conferences to schools, conferences to civic groups, church groups, etc.

PSY 870 Studies in Human Sexuality (2 credits)

This course provides the student a frame of reference to understand sexuality throughout the developmental continuum. The development of our notions about sex and the role played by culture and family will be explored starting with the student's own reflections of their attitudes about sex. The role of sex in the psychosocial development of men and females will be analyzed together with the interaction between sex and intimacy. Normal sexuality, as it is defined through the literature as well as the different stages of sexual intercourse, will serve as the foundation to understand different kinds of sexual dysfunction in both sexes including: performance anxiety, erectile dysfunctions, inhibited desire, anorgasmia, retarded ejaculation and others. Differential diagnosis between primary sexual disorders and affective or anxiety disorders interfering with sexual functioning will be included within the diagnostic section of the course.

PSY 871 Forensic Psychology (2 Credits)

Mental Health professionals working within legal systems have enjoyed a significant expansion of their roles and responsibilities. Among the traditional roles of Psychologist and Psychiatrist in the judicial system, the assessment of competency to stand trial and issues of criminal responsibility will be analyzed during class. In addition to discussing the interface between psychiatric/psychological practice and the legal system as it pertains to patients' rights, confidentiality, duty to warn, patient-doctor privileges, the course will examine the following issues and legal processes as they pertain to the role of the Psychologist within the legal system: assessment of dangerousness, family violence, custody and parental fitness, civil commitment, Juvenile Delinquency.

PSY 872 Program Development, Administration and Consultation in Mental Health. (3 Credits)

For this course each student will select a problem, a need or a social issue that he/she wants to address through some type of action program or project. Throughout the course, the student will learn how to define the problem so that a clear mission is articulated, how to write objectives and how to design the type of program that needs to be developed to address the particular need or interest. The student will be exposed to modern organizational and leadership/supervisory theories, will learn about Total Quality Management, about Learning Organizations, and about the need to develop appropriate organizational policies and procedures to be an effective manager. The financial implications of the project will be explored as the student learns the basics of budgeting, identifying funding sources and the utilization of Management Information Systems. The student will incorporate these models to their particular project, according to the format for program development to be provided. The course will also touch on models of consultation frequently utilized when working with existing organizations.

PSY 874 Geriatric Psychology (2 Credits)

A developmental approach to aging will serve as the frame of reference to the discussion of the aging process. Normal and abnormal aging progression will be discussed from a bio psychosocial perspective. Consultation and interventions in the context of normal aging will be discussed as it relates to retirement counseling, coping with experiences of loss, death and dying, coping with circumstances of diminished physical, psychological and social functioning, as well as the impact of aging on selfhood during the last stage of the life cycle. The second half of the course will address the most frequently encountered clinical syndrome in older age including cortical and sub cortical dementia, depression and pseudodementia and various organic syndromes of different etiologies (e.g. vascular, structural changes, etc.). The different treatment options available to the elderly are discussed including psychotherapy, family and systemic interventions, psychopharmacology, and consultation to different organizations working with the elderly including health care institutions.

PSY 875 Neuropsychological Rehabilitation (2 credits) Pre-requisite PSY 851 or taken concurrently

This course complements the sequence of courses in neurosciences and neuropsychology. One of its main objectives is to expose students to the theory behind the main neuropsychological rehabilitation models. A second principal objective is to teach students how to design treatment plans based upon existing medical, social and psychometric evidence on the patient's condition. The student learns how to utilize different rehabilitation techniques, which are part of the main rehabilitation models.

### Cluster VIII: Clinical Skills

PSY 581 Introduction to Clinical Practice. (50 hrs.) Year I: First Semester.

This is the first of a series of practicum designed to foster in the student the development of practical clinical skills. Through multiple exercises and after watching many hours of videotapes, the student will learn most of the basic skills needed to conduct initial interviews and to begin a therapeutic intervention. The practicum focuses on the development of an in-depth understanding of all the main components of the clinical interview. It teaches methods of recording and of analyzing data. It develops full awareness of the different dynamics of the Patient-Clinician relationship. The ethical handling of records and of confidential information will be addressed throughout the semester. The students will master basic skills in the logical and sequential organization

of clinical data so that the information obtained through interviews may become meaningful and useful for clinical intervention.

PSY 582 Fundamentals of Clinical Interventions and Emergency Psychology. Year I: Second Semester (50 hrs.)

The course focuses on a detailed discussion of all major psychiatric/psychological emergencies that usually present to the emergency room or outpatient settings. A detailed discussion of suicide/aggression focuses on both psychological and social aspects that complicate this extreme emergency. Emphasis will be placed on psychological interventions, theoretical background and the medical management of emergencies associated to alcohol and substance abuse as well as major psychiatric disorders that may present for evaluation in the emergency room setting.

PSY 681 Cognitive Assessment Practicum. (30 hrs.) To be taken concomitantly with PSY 652.

Supervised practice in the administration, correction and interpretation of cognitive assessment instruments. The student will acquire the necessary skills to ethically and competently administer these tests.

PSY 682 Personality Assessment Practicum. (30 hrs.) To be taken concomitantly with PSY 654.

It is the main purpose of this one semester practicum to familiarize the student with the most commonly utilized projective techniques, with primary emphasis on the Rorschach. Most of the time available will be devoted to the development of competencies handling the Rorschach Comprehensive System as developed by John Exner and his associates. The student will also learn the administration, scoring and interpretation of various thematic tests such as the TAT and the CAT. The Hutt Adaptation of the Bender Gestalt will be utilized also, emphasizing its psychodiagnostic more than its neuropsychological characteristics. These tests serve to complement the Rorschach and will be presented as part of the standard personality battery that the student will learn to utilize through this practicum.

PSY 683 Psychotherapeutic Techniques (250 hrs.)

While placed in a community agency during the first semester of the second year the student will attend this practicum to acquire therapeutic skills based upon the Learning Psychotherapy system. Multiple exercises will be performed by the student in the process of developing a solid and coherent set of readily accessible therapeutic competencies. The student will also share their experiences at their practicum sites and will learn how to integrate the skills learned in class to the work being done with patients.

PSY 684 Introduction to Psychological Assessment and Testing (2 credits)

This is the first of the sequence of practica offered for the development of assessment and testing skills. The first portion of the practicum focuses on the basic attitudes and skills needed to conduct an assessment. The practicum follows with a presentation of the common assessment techniques with special emphasis on the utilization of data gathering instruments including interview schedules and outlines, assessment scales and brief paper and pencil, thematic and projective techniques.

PSY 685 Conceptualization & Intervention Planning (250 hrs.) Prerequisite: Psy 683

This is the practicum experience for the second semester of the second year. The student will be placed in a community practicum site during the semester. Once per week, the students will meet with their practicum coordinator to discuss relevant issues related to

their experience. At the didactic level this practicum will attempt to develop in the student, conceptualization and intervention planning techniques. Therefore, the student will develop the capacity to understand clinical cases and to develop a coherent intervention plan through these didactic experiences and case presentations. To achieve these clinical skills the student will be able to integrate the theoretical knowledge and the skills accumulated from previous practica and theoretical courses with the experiences they are having at their practicum site.

PSY 786            General Clinical Practice: Integration I (250 hrs.) Prerequisite: Psy 685

During the first semester of the third year the student will be placed in a community site to gain additional clinical experience. They will also have a two-hour didactic session where they will share their experiences with the cases they see at their practicum site. Through these discussions, the student will develop the capacity to integrate multiple sources of information to help the clients served. The student will integrate information obtained through interview with data obtained through tests, together with their personal experience with clients. Through this integration, they will be able to develop a more comprehensive understanding of the clinical cases they are treating at their practicum site.

PSY 787            General Clinical Practice: Integration II (250 hrs.) Prerequisite Psy 786

During the second semester of the third year the student will meet with their practicum coordinator to further explore ways of integrating clinical material in such a way as to allow them to gain better understanding of cases and to elaborate comprehensive and realistic treatment plans. During this practicum, the student will develop further competencies in the utilization of Empirically Validated Procedures (EVP). Cases will be presented and discussed with the intention of further delineating clinical syndromes utilizing psychometric and historical information together with patients' response to the intervention. This module will also help the student to gain a broader perspective of the context in which treatment occurs, being this learning objective consonant with their third year academic program. This entails the capacity to integrate different types of treatment modalities including child therapy and systemic interventions, family therapy, advanced psychopathology as well as theoretical information obtained through the other courses of the third year program. Therefore, the student will learn to integrate knowledge from multiple sources within the field of mental health with the information obtained from the patients being served at the practicum sites, as well as learn to derive a deeper understanding of their professional roles and of the intervention strategies available within our understanding of EVP.

PSY 789            Advanced Clinical Practicum: Child and School Psychology. May be taken instead of PSY 787 (Requires authorization from Professor)

This is the module that follows the course on Psychoeducational Assessment and Professional Consultation in Academic Settings. The main focus of this practicum is to assist students in integrating the knowledge obtained in that course and in the child psychopathology course to the actual work with students in academic settings. Placements will be in school throughout the southern part of the island.

PSY 800            Independent Study (up to 6 credits per project)

The student will be able to explore a particular area of scientific and professional psychology under the supervision of one of the program's professors. The nature and extent of the project will be determined & a specific contract will be written which will include all learning objectives. This contract will provide direction to the course and to the evaluation of outcomes.

PSY 888           Advanced Clinical Practicum: Clinical Health Psychology. (250 hrs.) Prerequisite: PSY 818.  
Requires authorization

This is an elective practicum that allows students concentrating on Clinical Health Psychology to obtain specialized supervision for the experience they will be having during the semester. The student will be placed in one of the health facilities affiliated to the school through which they will have the opportunity to provide psychological services to medical patients. This Practicum will help the student integrate the theoretical knowledge obtained through the Clinical Health Psychology course with the experience they have at their practicum site.

PSY 900           Pre-doctoral Internship

This is a 2000-hour per year intensive clinical experience. The student will be placed for 40 hours per week for 12 months (or 20 hours for 24 months) in a clinical setting where opportunities for further growth are abundant. Such work will be closely supervised given that this is the last experiential component of their program.