



## Student Handbook

### Psy.D. Clinical Psychology Program

Accredited by the  
American Psychological Association

## Message from the Dean

For purposes of contextualizing the origin of the Psy.D. Clinical Psychology Program, here we share some important data. The Psy.D. was implemented for the first time, in the former Ponce School of Medicine in 1999. Since the beginning of the Program, the focus has been oriented towards comprehensive health, the incorporation of a holistic vision of the human being, and the inclusion of science as a guideline for interventions in which students are trained. Having all the requirements to apply for the American Psychological Association (APA) accreditation, the first accreditation was obtained by completing the first 5 years of the Program. Since that moment, with every additional visit of re accreditation, the Psy.D. Program had been granted it, recognizing the program's success in implementing its Practitioner/Scholar model based on the Biopsychosocial/Systemic approach.

Now, as the School of Behavioral and Brain Sciences (SBBS), at Ponce Health Sciences University (PHSU), we received this year (2022) the visit of re-accreditation. This visit included our campus in Ponce, as well as our San Juan campus program that started in 2018. Through the next months, the APA Commission on Accreditation should evaluate and send their final letter of response.

We are very excited to receive you all to this new academic year full of challenges and opportunities. Please feel free to review each section of this Handbook, in order to learn about the curriculum, our faculty, institutional and Program policies, as well as other valuable information which would guide you through this process. If you have any question, feel free to contact us and clarify any doubt. Enjoy this academic career and get the most out of the experience.

Welcome!

A handwritten signature in black ink, appearing to read 'Y. López', with a stylized, cursive font.

Yaritza M. López Robledo, Ph.D.  
Interim Dean SBBS

## Table of Contents

<i>Message from the Dean</i> .....	1
<i>Mission Statement</i> .....	4
<i>Program Aims and Objectives</i> .....	4
<i>Program Values</i> .....	9
<i>Student Related Values</i> .....	9
<i>Faculty Related Values</i> .....	9
<i>Administrative Values</i> .....	10
<i>Required and Elective Courses</i> .....	11
<i>Required Foundation Courses</i> .....	11
<i>Required Core Clinical Courses</i> .....	11
<i>Required Professional Courses</i> .....	12
<i>Elective Courses</i> .....	12
<i>Elective Tracks</i> .....	13
<i>Required Practica</i> .....	14
<i>Other required practicum</i> .....	14
<i>Elective Practica</i> .....	14
<i>Dissertation</i> .....	14
<i>Predoctoral Internship</i> .....	14
<i>Faculty</i> .....	15
<i>Core Faculty: Professional and Research Interests</i> .....	15
<i>Associated Faculty</i> .....	17
<i>Administrative Staff</i> .....	18
<i>Admission Requirements</i> .....	18
<i>Transfer Of Credits Policy</i> .....	19
<i>Psychology Degree Granted</i> .....	19
<i>Requirements For the Degree</i> .....	20
<i>Five Year Curriculum Sequence</i> .....	21
<i>Program Policies</i> .....	25
<i>Cross Registration within PHSU Programs</i> .....	25
<i>Cross Registration within Psychology Programs</i> .....	25

***Academic Records* ..... 26**  
***Comprehensive Examination and Clinical Practice Examination* ..... 26**  
***Student Annual Evaluation and Feedback*..... 28**  
***Evaluation of Student Professional Behavior*..... 29**  
***Identification* ..... 31**  
***Use of cellular phones* ..... 31**  
***Institutional Policies*..... 31**  
***Satisfactory Academic Progress Policy*..... 31**  
***Institutional Grievance Policy* ..... 34**  
***Grievance Procedure* ..... 36**  
***Course Descriptions*..... 37**

## Mission Statement

Consonant with the concept that Clinical Psychology is an integral component of the Health Sciences, the Clinical Psychology Program at Ponce Health Sciences University aims to develop a new generation of Health Services Psychologists with a strong foundation on the biological bases of behavior, a broad understanding of the psychological processes and of the socio-cultural dimension of normal and abnormal behavior. The students are immersed into a rich scientifically-based curriculum harmonized by a multidisciplinary faculty from the fields of Psychology, Biomedical Sciences, Clinical Medicine, and other disciplines of the health and social sciences, in order to provide a broad understanding of human behavior and to develop clinical skills applicable in multiple socio-cultural contexts.

## Program Aims and Objectives

**Aim 1:** To train health service psychologists through an in-depth, historically contextualized understanding of the discipline specific knowledge including affective, cognitive, developmental, social and biological aspects of normal and abnormal behavior that serve as the foundation of clinical practice.

### **Objective 1: Affective Aspects of Behavior**

Students will be able to describe the main theories on emotion, affect, mood, and motivation, and apply them effectively in the delivery of psychological services.

### **Objective 2: Biological Aspects of Behavior**

Students will be able to demonstrate understanding of the biological bases of behavior and identify the signs and symptoms of neuropathological disorders.

### **Objective 3: Cognitive Aspects of Behavior**

Students will be able to demonstrate understanding of the cognitive aspects of behavior including memory, thought processes, decision making, among others.

### **Objective 4: Developmental Aspects of Behavior**

Students will be able to demonstrate understanding of growth, transitions and development across human life span.

**Objective 5: Social Aspects of Behavior**

Students will be able to understand topics such as attitudes, attribution, discrimination, and describe the reciprocal interaction and impact of socio-cultural aspects in the psychology of individuals, families and groups.

**Objective 6: Research Methods and Psychometrics**

Students will understand the techniques of psychological measurement, apply current research to their clinical practice, and exercise command of different methods of scientific inquiry.

**Objective 7: History and Systems**

Students will obtain an indepth understanding of the development of major theories and systems in the discipline.

**Aim 2:** To prepare health services psychologists for the ethical and culturally appropriate delivery of evidence based assessments and interventions when assuming the contemporary roles of the profession and adopting a life long commitment to professional values.

**Objective 1 : Ethical and Legal Standards**

Students will be knowledgeable of all current legal and ethical standards related to the profession and conduct themselves in an ethical manner in all professional activities.

**Objective 2: Professional Values and Attitudes**

Students will demonstrate a commitment to professional values. They will maintain professional relationships with clients, colleagues, supervisors, faculty, other multidisciplinary healthcare team professionals, and community members in accordance with the ethical standards and values of the profession.

**Objective 3: Communication and Interpersonal Skills**

Students will demonstrate that they maintain effective communication and interpersonal relations with individuals and groups, and use appropriate professional language in their interactions and clinical notes.

**Objective 4: Assessment**

Students will demonstrate competence in conducting evidence based assessments and solid command of clinical assessment and diagnosis.

**Objective 5: Intervention**

Students will be able to appropriately select, implement, and evaluate evidence based interventions within the scope of health service psychology.

**Objective 6: Supervision and Consultation**

Students will be able to serve as competent supervisors and consultants , applying a variety of models and practices appropriate for a broad range of settings.

**Objective 7: Individual and Cultural Diversity**

Students will demonstrate awareness, attitudes of respect, and appropriate behavior in the delivery of professional activities, being sensitive to diversity in gender, socioeconomic status, affectional orientation, ethnicity, physical and mental capacities, religion, spirituality, and age, as well as the interrelationships of these identities and statuses.

**Objective 8: Research**

Students will demonstrate competency in the integration of science and practice

## Competencies

The curriculum of the program is designed to develop in the students the competencies of the profession congruent with the American Psychological Association's Standards of Accreditation for Health Service Psychology (HSP), based on the Discipline Specific Knowledge and Profession-Wide Competencies. The courses and the skill-building activities designed to foster the development of each competency are described below.

### Competency: Professional Values and Attitudes

Introduction to Clinical Practice	5810	Fundamentals of Clinical Interventions & Emergency Psychology	5820
Psychotherapeutic Techniques	6830	Conceptualization and Intervention Planning	6850
General Clinical Practice: Integration I	7860	General Clinical Practice: Integration II	7870

### Competency: Assessment

Test Construction	6250	Introduction to Psychological Assessment and Testing	6860
Cognitive Assessment	6520	Cognitive Assessment Practicum	6810
Objective Assessment of Personality	6570	Projective Assessment of Personality	6580
Practicum Projective Personality Assessment	6880	Psychoeducational Assessment and Consultation (elective)	7560
Advanced Projective Assessment (elective)	7570	Advanced Projective Assessment Practicum (elective)	7880
Forensic Psychological Assessment (elective)	8490	Neuropsychological Assessment (elective)	8510

### Competency: Intervention

#### ***Required***

Fundamentals of Clinical Interventions & Emergency Psychology	5820	Cognitive & Cognitive- Behavioral Therapy	6620
Short-Term Psychotherapy	6670	Family Therapy and Systemic Intervention	7670
Behavior Modification: Theory and Practice	6600	Group Process and Group Psychotherapy	7660
Psychotherapy Seminar	6870	Psychology of Addictions	8140

#### ***Electives***

The practice of Psycho-oncology with children and adults	7190	Psychotherapeutic and Systemic Interventions for Child & Adolescent	7640
Advanced Family Therapy	8680	Contemporary Psychoanalytic Therapy	8790
Clinical Health Psychology	8180	Child Maltreatment	8390
Forensic Psychology	8710	Geriatric Psychology	8740
Neuropsychological Rehabilitation	8750	Autism Spectrum Disorders	8650
Dialectical Behavioral Therapy (DBT): Theory and Techniques	8670		

**Clinical Practica**

Introduction to Clinical Practice	5810	Fundamentals of Clinical Interventions & Emergency Psychology	5820
Psychotherapeutic Techniques	6830	Conceptualization and Intervention Planning	6850
General Clinical Practice: Integration I	7860	General Clinical Practice: Integration II	7870

**Competency: Supervision & Consultation**

Interprofessional Perspective and Health Disparities	IHD 9190	Supervision and Consultation	7730
Program Development and Administration in Mental Health	7720	Clinical Health Psychology (elective)	8180
Psychoeducational Assessment and Consultation (elective)	7560		

**Competency: Communication and Interpersonal Skills**

Interprofessional Perspective and Health Disparities	IHD 9190	Introduction to Clinical Practice	5810
Fundamentals of Clinical Interventions & Emergency Psychology	5820	Supervision and Consultation	7730

**Competency: Ethical and Legal Standards**

Ethics in Professional Psychology	5730		
-----------------------------------	------	--	--

**Competency: Individual and Cultural Diversity**

Interprofessional Perspective and Health Disparities	IHD 9190	Psychology of Gender (elective)	8360
Racial, Ethnic and Cultural Diversity	7310	Psychology and Poverty (elective)	8350
Family Therapy and Systemic Intervention	7670	Studies in Human Sexuality (elective)	8700
Social Bases of Behavior	8320	Psychology of Sexual Orientation and Gender Diversity (elective)	8380

**Competency: Research**

Ethics in Professional Psychology	5730	Test Construction	6250
Applied Research for Psychologists	6200	Research Practicum: Data Collection and Data Analysis	7240
Qualitative and Quantitative Methods & Descriptive Statistics	6230	Doctoral Dissertation	8260

The course descriptions are presented in the last section of this Handbook.

## **Program Values**

### **Student Related Values**

Core Value: Our program is student oriented

- The main purpose of the Clinical Psychology Program is to develop excellent professional psychologists. Therefore, every activity performed by our program has as its immediate and ultimate goal the improvement of students' learning outcomes.
- Our program will provide all students the educational services they need to achieve their goal of becoming competent Clinical Psychologists. Students presenting academic or clinical performance deficiencies will receive the type of remedial help needed to overcome them.
- Our program respects the students' religious, affectional, and/or ethnic orientation or preferences.
- Students will benefit from their interactions with our staff and faculty and will never be subject to abuse or intentional harm.
- It is our intention to admit students capable of successfully completing the program. Once accepted, the program assists students to achieve their vocational goal. Students are expected to make a serious commitment to the program and to comply with all academic and skill-building requirements.
- Our students want to learn and will learn when an adequate learning environment is created and maintained.
- Feedback is needed to allow students to monitor their learning process, their clinical performance, and their personality development.

### **Faculty Related Values**

Core Value: Faculty members deliver educational services of excellence

- The program's most precious resource is its faculty.
- The program's administration is committed to facilitating the educational responsibilities and activities of all faculty members.
- Our program recognizes that each faculty member needs to feel appreciated and safe, and expects to be treated with courtesy and respect.

- Our program is evaluation-rich and provides opportunities for students to provide feedback on their performance to all faculty members and/or supervisors. Such feedback should improve the quality of the educational services offered.
- Our program expects all faculty members to model ethical and professional behavior to all students in their interactions.
- The program's administration recognizes that faculty members need the freedom and the resources to up-grade their knowledge base and clinical skills through continuing education efforts, through faculty development activities and by conducting research activities.
- The program encourages all faculty members to develop their research and/or scholarly activities based upon their particular interests and the needs of the program.

### **Administrative Values**

Core Value: The Administration of the Clinical Psychology Program is committed to fostering a humane environment and to promote the program's mission, goals, and values.

- The administration of the program acknowledges the responsibility it has to harmonize effectively the different subsystems of the educational process: students, faculty, staff, PHSU administration, community, accrediting agencies, the field of psychology, etc.
- The administration will seek the necessary resources to facilitate the students' learning process and to support the teaching activities of all professors.
- The program's administration will support all faculty members and all students interested in developing research projects.
- The administration of the program represents the vision, mission, and image of the Clinical Psychology Program to the public through professional and civic activities, through the media, and through the recruitment of interested individuals.
- The administration of the program sets an example for faculty and students with regards to the styles of interaction within all members of the academic community and in creating a supportive interpersonal environment.
- The administration supports a continuous improvement approach to management and fosters the periodic evaluation of all processes and procedures.

## 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 5110 Fundamentals of Neuroscience (3)
- PSY 5120 Neuroanatomy Laboratory (2)
- PSY 5140 Neurobiology and Psychology of Emotion and Motivation (2)
- PSY 5150 Human Growth and Development (3)
- PSY 5180 Principles of Psychoneuroimmunology (1)
- PSY 5220 Psychology of Personality (3)
- PSY 5230 Cognitive Psychology (3)
- PSY 5270 History of Psychological Thought (2)
- PSY 5730 Ethics in Professional Psychology (2)
- PSY 6200 Applied Research for Psychologists (2)
- PSY 6250 Test Construction (2)
- PSY 6230 Qualitative/Quantitative Methodology and Descriptive Statistics (3)
- PSY 7310 Racial, Ethnic and Cultural Diversity (3)
- PSY 8320 Social Bases of Behavior (3)

**Total Credits: 34**

### Required Core Clinical Courses

- PSY 5410 Fundamentals of Clinical Psychopathology (2)
- PSY 6450 Mood and Anxiety Disorders (3)
- PSY 6480 Psychopathological Disorders in Children and Adolescence (2)
- PSY 6520 Cognitive Assessment (3)
- PSY 6580 Projective Assessment of Personality (2)
- PSY 6600 Behavior Modification: Theory and Practice (2)
- PSY 6620 Cognitive and Cognitive Behavioral Therapy (2)
- PSY 6670 Short-Term Psychotherapy (2)
- PSY 6860 Introduction to Psychological Assessment and Testing (2)
- PSY 6870 Psychotherapy Seminar (1)
- PSY 7170 Clinical Psychopharmacology (2)
- PSY 7470 Personality and Psychotic Disorders (3)
- PSY 7670 Family Therapy and Systemic Intervention (2)
- PSY 7660 Group Processes and Group Psychotherapy (2)
- PSY 6570 Objective Assessment of Personality (3)
- PSY 8140 Psychology of Addictions (2)

**Total Credits: 35**

### Required Professional Courses

- IHD 9190 Interprofessional Perspective In Health Disparities (1)
- PSY 7720 Program Development and Administration in Mental Health (2)
- PSY 7730 Supervision and Consultation (3)

**Total Credits: 6**

### Elective Courses

(Minimum of 11 credits)

- PSY 7190 The Practice of Psycho –Oncology with Children and Adults (2)
- PSY 7560 Psychoeducational Assessment and Consultation (3)
- PSY 7570 Advanced Projective Assessment (3)
- PSY 7640 Psychotherapeutic and Systemic Interventions with Children and Adolescents (2)
- PSY 7850 Clinical Psychology in the General Hospital Setting (1)
- PSY 7880 Advanced Projective Assessment Practicum ( 0 )
- PSY 8000 Independent Study (up to 6 credits per project)
- PSY 8110 Anatomy and Physiology for Professional Psychologists (3)
- PSY 8120 Anatomy Laboratory (1)
- PSY 8160 Integrated Behavioral Healthcare (2)
- PSY 8180 Clinical Health Psychology (2)
- PSY 8190 Functional and Correlational Neuroanatomy (2)
- PSY 8330 Fundamentals of Social Determinants of Health (2)
- PSY 8340 Women’s Health Psychology and Health Issues (2)
- PSY 8350 Psychology and Poverty (2)
- PSY 8360 Psychology of Gender (2)
- PSY 8380 Psychology of Sexual Orientation and Gender Diversity (2)
- PSY 8390 Child Maltreatment (2)
- PSY 8400 Integrated Sexual and Gender Affirmative Interventions (2)
- PSY 8450 Sports Psychology (2)
- PSY 8470 Neuropathological Conditions (2)
- PSY 8480 Antisocial Personality Disorder and Sexual Deviant Behaviors (2)
- PSY 8490 Forensic Psychological Assessment (3)
- PSY 8510 Neuropsychological Assessment (3)
- PSY 8650 Autism Spectrum Disorders: Contemporary Theories and Intervention Models (2)
- PSY 8670 Dialectical Behavioral Therapy (2)
- PSY 8680 Advanced Family Therapy (2)
- PSY 8700 Studies in Human Sexuality (2)
- PSY 8710 Forensic Psychology (2)
- PSY 8740 Geriatric Psychology (2)
- PSY 8750 Neuropsychological Rehabilitation (2)
- PSY 8780 Brain, Psyche and Psychopathology (2)
- PSY 8790 Contemporary Psychoanalytic Therapy (2)

## Elective Tracks

The following four tracks are designed to give students broad exposure to specific areas of interest beyond the required program's courses. The idea is that students take their elective courses according to their primary interests. Nonetheless, these tracks are not compulsory and do not constitute a sub-specialization or area of expertise.

### Neuropsychology Track

The Neuropsychology Track is designed to provide students with specialized knowledge of assessing, understanding causes and manifestations, and facilitating treatment to a wide range of psychological and neurocognitive disorders attributable to brain injury or disease. The track may also serve as the foundation for internship and post-doctoral training specialization in Clinical Neuropsychology.

Courses:

A total of 5 courses are recommended for the track (11 credits).

1. PSY 8470: Neuropathological Conditions
2. PSY 8750: Neuropsychological Rehabilitation
3. PSY 8510: Neuropsychological Assessment
4. PSY 8110: Anatomy and Physiology for Professional Psychologist
5. PSY 8120: Anatomy Laboratory

### Gender and Sexual Diversity Track

In the Gender and Sexual Diversity Track, students will better understand the importance of the biopsychosocial issues related to gender and sexuality when working with patients, clients, and participants. This track responds to our compromise with equity and the psychological demand for diversity training.

Courses:

A total of 4 courses are recommended for the track (8 credits).

1. PSY 870: Studies in Human Sexuality
2. PSY 876: Psychology of Gender
3. PSY 8380: Psychology of Sexual Orientation and Gender Diversity
4. PSY 8400: Integrated Sexual and Gender Affirmative Intervention

### Health Psychology Track

In the Health Psychology Track, students will be able to acquire basic knowledge and apply psychological skills effectively in various medical settings. Students will learn evidence-based interventions for patients with different medical and behavioral difficulties considering their developmental stage. This track will also allow students to learn how to work effectively in multidisciplinary and integrated work settings.

Courses:

A total of 6 courses are recommended for the track (11 credits).

1. PSY 7190: The Practice of Psycho-Oncology with Children and Adults
2. PSY 7850: Clinical Psychology in the General Hospital Setting
3. PSY 8160: Integrated Behavioral Healthcare
4. PSY 8180: Clinical Health Psychology
5. PSY 8340: Women's Health Psychology and Health Issues
5. PSY 8740: Geriatric Psychology

### Forensic Psychology Track

In the Forensic Track, students will be exposed to basic knowledge regarding forensic work in psychology. By completing the track, students will have a broad range of knowledge regarding forensic psychology in different contexts in Puerto Rico, including the courts and clinical forensic practice, among others.

#### Courses:

A total of 4 courses are recommended for the track (9 credits).

1. PSY 8020: Child Maltreatment
2. PSY 8480: Antisocial Personality Disorder and Sexual Deviant Behaviors
3. PSY 8710: Forensic Psychology
4. PSY 8490: Forensic Psychological Assessment

### **Required Practica**

PSY 5810 Introduction to Clinical Practice (50 hrs.)

PSY 5820 Fundamentals of Clinical Interventions and Emergency Psychology (50 hrs.)

PSY 6830 Psychotherapeutic Techniques (250 hrs.)

PSY 6850 Conceptualization & Intervention Planning (250 hrs.)

PSY 7860 General Clinical Practice: Integration I (250 hrs.)

PSY 7870 General Clinical Practice: Integration II (250 hrs.)

**Total (Minimum) hours of Clinical Practica: 1100**

### **Other required practicum**

PSY 6810 Cognitive Assessment Practicum (30 hrs.)

PSY 6880 Practicum Projective Personality Assessment (30 hrs.)

PSY 7240 Research Practicum: Data Collection & Data Analysis (30 hrs.)

### **Elective Practica**

PSY 7810 General Clinical Practicum. Second Year Summer

PSY 8810 Advanced Clinical Practicum I. Third Year Summer

PSY 8820 Advanced Clinical Practicum II. Fourth Year

PSY 8830 Advanced Clinical Practicum III. Fourth Year

PSY 8840 Advanced Clinical Practicum IV Fifth Year

PSY 8850 Advanced Clinical Practicum V Fifth Year

PSY 8880 Advanced Clinical Practicum: Health Psychology

### **Dissertation**

PSY 8230 Doctoral Dissertation Proposal (2 times maximum enrollment)

PSY 8260 Doctoral Dissertation (4 times maximum enrollment)

### **Predoctoral Internship**

PSY 9000 Pre-doctoral Internship (2000 hrs.)

## Faculty

As stated in our “Program Values”, our faculty constitutes the program’s main asset. We have been able to select and retain a group of seasoned and junior faculty members who enjoy teaching, interacting and training students. They are professionals mindful and reflective of their own personality and professional growth and who value the program’s philosophy and mission. This faculty is multidisciplinary and therefore capable of providing a broader range of didactic and clinical experiences to our students. By the end of their training, our students are familiar with the different professional roles needed to practice contemporary Clinical Psychology in diverse clinical, educational and community-based settings.

### Core Faculty: Professional and Research Interests

Yaritza López Robledo, Ph.D., Associate Professor, Interim Dean of School of Behavior and Brain Sciences

Psychotic and Personality Disorders, Forensic Psychology

Giselle M. Medina Vélez, Psy.D., Professor, Program Director

Pediatrics Psychology, Integrated Health Care, Development, Child and Adolescents Psychotherapy

Nydia Ortiz, Ph.D., Professor

Family Therapy and Systemic Interventions, Narrative Therapies, Addictions, Primary Care Psychology and Supervision

Julio Jiménez, M.D., Professor

Psychoneuroimmunology, HIV/AIDS, Behavioral Medicine, Psychopharmacology, Psychoanalytic Psychotherapy

Ernesto Rosario, Ph.D., Professor

Test Construction, Research, Statistics

María Garrido, Psy.D., Professor

Personality Assessment with MMPI-2/A/RF, Cognitive and Cognitive Behavioral Therapy and Consultation in Legal Systems

Nydia M. Capps, Psy.D., Professor

Primary Care Psychology, Psychology of Gender, Diversity, Administration in Mental Health

Javier Hernández, Psy.D., Associate Professor

Clinical Neuropsychology, Health Psychology Inpatient Settings, Neuropsychological Rehabilitation

Walter Rodríguez, Psy.D., Assistant Professor

Cognitive Psychology, Neuropsychological Assessment and Rehabilitation

Valerie Toro, Psy.D., Associate Professor

Ethics, Emergency Psychology, Primary Care Psychology, Family Therapy

Hiradith Menéndez, Psy.D., Assistant Professor  
Mood and Anxiety Disorders, Psychotherapy, Dialectical Behavioral Therapy

Viviana Hoyos, Psy.D., Associate Professor  
Primary Care Psychology, Projective Assessment, Behavior Modification

Efrain Ríos, Psy.D. Assistant Professor  
Behavior and Genetics, Neurodevelopmental correlates of Psychoanalytic Theory, Neuroscience of Learning

Eunice Alvarado, Psy.D., Assistant Professor  
Cognitive Assessment, Forensic Psychology

Marielly González, Psy.D., Assistant Professor  
Psychological Assessment, Psychotherapy

Oxalis Jusino, Psy.D., Assistant Professor  
Psychoeducational Assessment, Projective Personality Assessment

Stephanie Vega, Psy.D., Associate Professor, Clinical Practice Coordinator (Ponce)  
Cognitive and Projective Assessment

Rafael Oliveras, Psy.D., Assistant Professor  
Pediatrics Neuropsychology, Genetics, Autism

Karla Martínez, Ph.D., Assistant Professor  
Neuroscience, Addictions, Neurodegenerative Disorders, Alzheimer

Paulette Soto, Psy.D., Assistant Professor  
Psychological Assessment, Social Psychology, Sexual Abuse, Child Maltreatment

Amilcar Colón, Ph.D., Assistant Professor  
Sports Psychology, Positive Psychology

Nilde Defendini, Psy.D., Assistant Professor  
Elderly Population, Crisis Intervention, Psychotherapy, Alternative Therapies, Clinical Supervision

Naisha Arbelo, Ph.D., Assistant Professor  
Pediatric Psychology, Dialectic Behavioral Therapy

Luis K. Hernández, Psy.D., Assistant Professor  
Dialectical Behavioral Therapy, Psychological Assessment, Forensic Psychology

Javier Piazza, Psy.D., Assistant Professor  
Family Therapy, Supervision and Consultation

Luisa Ortiz, Psy.D., Assistant Professor  
Psychology of Gender, Psychology and Poverty

Emily Pérez, Ph.D., Assistant Professor, PsyD program Coordinator - San Juan Center  
Neuropsychology, Neuroscience

Yassira Cedano, Psy.D., Assistant Professor, Clinical Practice Coordinator - San Juan Center  
Psychological Assessment

Juan González, Ph.D., Assistant Professor  
Positive Psychology, Spirituality, Research Methods

Johana Estrada Rodríguez, Psy.D., Assistant Professor  
Psychological Assessment, Health Psychology, Psychotherapy

Ana M. Fernández, Ph.D., Assistant Professor  
Health Psychology, Psychotherapy

Orlando Pagán, Ph.D., Assistant Professor  
Test Construction, Research, Statistics, Spirituality

Paloma Purcell Baerga, Ph.D., Assistant Professor  
Psychological Assessment, Children and Adolescents Interventions, Health Psychology

Glorimar Velázquez, Ph.D., Assistant Professor  
Psychological Assessment, Neurodevelopmental Pediatrics Psychology, Psychotherapy

#### **Associated Faculty**

Juan Fernández, Ph.D., Professor  
Anatomy and Neuroanatomy, General Physiology

Marta Febo, M.D., Professor  
Standardized Patients Director

Axel Ramos, Ph.D., Assistant Professor  
Clinical Health Psychology, Community based participatory research

Beatriz Cintrón, Psy.D., Assistant Professor  
Projective Personality Assessment, Primary Care Psychology

Laura Deliz, Psy.D., Assistant Professor  
Neurodevelopmental disorders

Jonathan Echevarría, Psy.D., Adjunct Faculty  
Psychotherapy, Addictions

Mariana Vázquez, Psy.D., Adjunct Faculty  
Personality Assessment

Ivette Mirles, Ph.D., Assistant Professor  
Psychopharmacology, Psychological Assessment, Health Psychology

#### **Administrative Staff**

Deadina González, MBA, Administrative Coordinator

Marisol Blasco, BA, Administrative Assistant

Roemery Ramos, Receptionist

.Administrative Assisstant San Juan Center

#### **Admission Requirements**

Candidates for admission will satisfy the following minimal requirements:

- Ψ A bachelor's degree from a college or university approved by the Council on Higher Education and/or by the corresponding regional accrediting agencies.
- Ψ At least 15 credits in Psychology at the bachelor's level including de following courses:

<u>Course</u>	<u>Credits</u>
• General Psychology	3
• Developmental Psychology	3
• Statistics	3
• Abnormal Psychology	3
• Experimental Psychology or Research Methods	3

- Ψ Submit an official transcript of all college level work completed and of all graduate courses taken. Failure to submit transcripts of any graduate or undergraduate work is considered a serious offense.
- Ψ A minimal GPA of 3.00
- Ψ Two letters of recommendation from professors and or professionals familiar with the candidate's performance in academic and work settings.
- Ψ Certificate of good conduct from the Police Department.
- Ψ One day interview process that may include written essays.

## Transfer Of Credits Policy

PHSU will acknowledge prior academic learning experiences earned by some of the students applying for admission to its Psy.D. program. However, the following criteria will apply in considering courses for transfer;

Up to 24 credits taken by students in programs closely related to Psychology, may be transferred. Most of the courses to be transferred from other institutions will serve to satisfy the elective requirements of the program. Students with prior graduate work in a field outside mental health may obtain credit for up to 18 credits depending on the nature of the program attended and the courses taken.

The following requirements will guide the evaluation process of those courses submitted for approval.

- Ψ Courses need to be relevant to the field of Clinical/Professional Psychology
- Ψ Only courses approved with a minimum grade of B will be considered for transfer.
- Ψ It is the student's responsibility to facilitate the course syllabus and the official catalog of the institution where the course (s) requested for transfer was/were taken.

The following courses will be considered for transfer from previous graduate work.

Courses	Title
PSY 5140	Neurobiology and Psychology of Emotion and Motivation
PSY 5270	History of Psychological Thought
PSY 5730	Ethics in Professional Psychology
PSY 6200	Applied Research for Psychologist
PSY 6230	Qualitative / Quantitative Methods & Descriptive Statistics
PSY 6250	Test Construction
PSY 7170	Clinical Psychopharmacology
PSY 7240	Research Practicum: Data Collection and Data Analysis
PSY 7310	Racial, Ethnic, and Cultural Diversity
PSY 7670	Family Therapy and Systemic Intervention
PSY 7720	Program Development and Administration in Mental Health
PSY 7730	Supervision and Consultation
PSY 8320	Social Bases of Behavior

## Psychology Degree Granted

The degree in Psychology to be granted is the "Psychology Doctorate" or Psy.D. in Clinical Psychology, consonant with the criteria established in 1973 by the American Psychological Association (APA). This program is authorized by the P.R. Council of Higher Education and accredited by the American Psychological Association.

## Requirements For the Degree

The requirements to obtain the Psychology Doctorate degree are:

1. Approve all required and elective courses, as well as all practicum and seminars while maintaining a satisfactory academic progress. A minimum of 86 credits is needed to satisfy the academic requirements. The practicum, dissertation and internship do not carry credit value. They are monitored by the hour and not by credit.
2. Successfully complete 1100 hours of clinical practice during the first 6 semesters of the program as follows:
  - a. 2 hours per week for 25 weeks of the first and second semester of the first year attending PSY 5810/5820 for a total of 50 hours per semester.
  - b. 2 hours each week of the first and second semester of the second year attending didactic sessions (PSY 6830 / 6850) and at least 8 hours per week of direct clinical contact during 25 weeks for a total of 250 hours per semester.
  - c. 2 hours each week of the first and second semester of the third year attending didactic sessions (PSY 7860 / 7870) and at least 8 hours per week of direct clinical contact during 25 weeks for a total of 250 hours per semester.
3. Approve the Comprehensive Examination (CE) offered at the end of the second year and the Clinical Practice Examination (CPX) to be taken after the third year.
4. Approval of Dissertation Proposal by the dissertation committee before submitting the application for internship.
5. Complete 2000 hours of pre-doctoral internship. The internship may be completed in 40 hours per week during a 12-month period (Full Time) or 20 hours per week in a 24-month period (Half Time). In order to qualify for internship, students must have met the following requirements:
  - Completion of required practica (1100 hours of which at least 400 are direct, face-to-face hours).
  - Clearance from the Practicum Coordinator indicating that all practicum-related documentation has been completed and that the requirement of 4 psychological testing batteries has been met.
  - An unofficial transcript that reflects no Incomplete courses or C grades. All Incomplete grades must have been removed and all courses that require repetition must have been approved.
  - Approved the Comprehensive (CE) and Clinical Practice Examinations (CPX).

- Evidence of having presented and approved the dissertation proposal.
6. Present a research project (doctoral dissertation) related to the field of Psychology, on a topic related to Professional Psychology, or an Intensive Case Study.

Students may opt to apply for a Masters in Science in Clinical Psychology (MSCP) degree after completing 52 credits, completing practicum requirements from the first two years, and passing the Comprehensive Examination. Because the MSCP is a non-terminal degree, students will not attend graduation exercises after completing this degree.

### Five Year Curriculum Sequence First Year

#### 1<sup>st</sup> Semester Courses

<u>CODE</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>
PSY 5270	HISTORY OF PSYCHOLOGICAL THOUGHT	2
PSY 5140	NEUROBIOLOGY & PSYCHOLOGY OF EMOTION & MOTIVATION	2
PSY 5150	HUMAN GROWTH AND DEVELOPMENT	3
PSY 5220	PSYCHOLOGY OF PERSONALITY	3
PSY 5810	INTRODUCTION TO CLINICAL PRACTICE	0
PSY 6250	TEST CONSTRUCTION	2
IHD 919	INTERPROFESSIONAL PERSPECTIVES IN HEALTH DISPARITIES	1
<b>TOTAL</b>		<b>13</b>

#### 2<sup>nd</sup> Semester Courses

<u>CODE</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>
PSY 5110	FUNDAMENTALS OF NEUROSCIENCE	3
PSY 5120	NEUROANATOMY LABORATORY	2
PSY 5230	COGNITIVE PSYCHOLOGY	3
PSY 5730	ETHICS IN PROFESSIONAL PSYCHOLOGY	2
PSY 5410	FUNDAMENTALS OF CLINICAL PSYCHOPATHOLOGY	2
PSY 5820	FUNDAMENTALS OF CLINICAL INTERVENTIONS & EMERGENCY PSYCHOLOGY	0
PSY 6860	INTRO TO PSYCHOLOGICAL ASSESSMENT AND TESTING	2
<b>TOTAL</b>		<b>14</b>

## Second Year

### 1<sup>st</sup> Semester Courses

CODE	COURSE TITLE	CREDITS
PSY 6870	PSYCHOTHERAPY SEMINAR	1
PSY 6200	APPLIED RESEARCH FOR PSYCHOLOGISTS	2
PSY 6600	BEHAVIOR MODIFICATION: THEORY & PRACTICE	2
PSY 6520	COGNITIVE ASSESMENT	3
PSY 6810	COGNITIVE ASSESSMENT PRACTICUM	0
PSY 6450	MOOD AND AXIETY DISORDERS	3
PSY 6850	CONCEPTUALIZATION AND INTERVENTION PLANNING	0
PSY 5180	PRINCIPLES OF PSYCHONEUROINMUNOLOGY	1
<b>TOTAL</b>		<b>12</b>

### 2<sup>nd</sup> Semester Courses

CODE	COURSE TITLE	CREDITS
PSY 6620	COGNITIVE AND COGNITIVE – BEHAVIORAL THERAPY	2
PSY 6580	PROJECTIVE ASSESSMENT OF PERSONALITY	2
PSY 6880	PRACTICUM PROJECTIVE PERSONALITY ASSESSMENT	0
PSY 7670	FAMILY THERAPY AND SYSTEMIC INTERVENTIONS	2
PSY 8320	SOCIAL BASES OF BEHAVIOR	3
PSY 6670	SHORT-TERM PSYCHOTHERAPY	2
PSY 6830	PSYCHOTHERAPEUTIC TECHNIQUES	0
	COMPREHENSIVE EXAMINATIONS	
<b>TOTAL</b>		<b>11</b>

## Third Year

### 1<sup>st</sup> Semester Courses

CODE	COURSE TITLE	CREDITS
PSY 7720	PROGRAM DEVELOPMENT AND ADMINISTRATION IN MENTAL HEALTH	2
PSY 6480	PSYCHOPATHOLOGICAL DISORDERS IN CHILDREN AND ADOLESCENTS	2
PSY 7860	GENERAL CLINICAL PRACTICE: INTEGRATION I	0
PSY 6230	QUALITATIVE / QUANTITATIVE METHODS, & DESCRIPTIVE STATISTICS	3
PSY 7240	RESEARCH PRACTICUM: DATA COLLECTION & DATA ANALYSIS	0
PSY 8140	PSYCHOLOGY OF ADDICTIONS	2
<b>TOTAL</b>		<b>9</b>

2<sup>nd</sup> Semester Courses

CODE	COURSE TITLE	CREDITS
PSY 7660	GROUP PROCESSES AND GROUP PSYCHOTHERAPY	2
PSY 7470	PERSONALITY AND PSYCHOTIC DISORDERS	3
PSY 7170	CLINICAL PSYCHOPHARMACOLOGY	2
PSY 6570	OBJECTIVE ASSESSMENT OF PERSONALITY	3
PSY 7870	GENERAL CLINICAL PRACTICE: INTEGRATION II	0
PSY	ELECTIVE	2
	CLINICAL PRACTICE EXAMINATION	
<b>TOTAL</b>		<b>12</b>

Fourth Year

1<sup>st</sup> Semester Courses

CODE	COURSE TITLE	CREDITS
PSY 7310	RACIAL, ETHNIC, AND CULTURAL DIVERSITY	3
PSY	ELECTIVE	3
PSY	ELECTIVE	2
PSY 8230	DOCTORAL DISSERTATION PROPOSAL	0
<b>TOTAL</b>		<b>8</b>

2<sup>nd</sup> Semester Courses

CODE	COURSE TITLE	CREDITS
PSY 7730	SUPERVISION AND CONSULTATION	3
PSY	ELECTIVE	2
PSY	ELECTIVE	2
PSY 8260	DOCTORAL DISSERTATION	0
<b>TOTAL</b>		<b>7</b>

Total number of credits: 86

Fifth Year - Internship

1<sup>st</sup> Semester Courses

CODE	COURSE TITLE	HOURS
PSY 9000	PREDOCTORAL INTERNSHIP	1,000

2<sup>nd</sup> Semester Courses

CODE	COURSE TITLE	HOURS
PSY 9000	PREDOCTORAL INTERNSHIP	1,000

## Elective Courses

- PSY 7190 The Practice of Psycho –Oncology with Children and Adults (2)
- PSY 7560 Psychoeducational Assessment and Consultation (3)
- PSY 7570 Advanced Projective Assessment (3)
- PSY 7640 Psychotherapeutic and Systemic Interventions with Children and Adolescents (2)
- PSY 7850 Clinical Psychology in the General Hospital Setting (1)
- PSY 7880 Advanced Projective Assessment Practicum ( 0 )
- PSY 8000 Independent Study (up to 6 credits per project)
- PSY 8110 Anatomy and Physiology for Professional Psychologists (3)
- PSY 8120 Anatomy Laboratory (1)
- PSY 8160 Integrated Behavioral Healthcare (2)
- PSY 8180 Clinical Health Psychology (2)
- PSY 8330 Fundamentals of Social Determinants of Health (2)
- PSY 8340 Women’s Health Psychology and Health Issues (2)
- PSY 8350 Psychology and Poverty (2)
- PSY 8360 Psychology of Gender (2)
- PSY 8380 Psychology of Sexual Orientation and Gender Diversity (2)
- PSY 8390 Child Maltreatment (2)
- PSY 8400 Integrated Sexual and Gender Affirmative Interventions (2)
- PSY 8450 Sports Psychology (2)
- PSY 8470 Neuropathological Conditions (2)
- PSY 8480 Antisocial Personality Disorder and Sexual Deviant Behaviors (2)
- PSY 8490 Forensic Psychological Assessment (3)
- PSY 8510 Neuropsychological Assessment (3)
- PSY 8650 Autism Spectrum Disorders: Contemporary Theories and Intervention Models (2)
- PSY 8670 Dialectical Behavioral Therapy (2)
- PSY 8680 Advanced Family Therapy (2)
- PSY 8700 Studies in Human Sexuality (2)
- PSY 8710 Forensic Psychology (2)
- PSY 8740 Geriatric Psychology (2)
- PSY 8750 Neuropsychological Rehabilitation (2)
- PSY 8780 Brain, Psyche and Psychopathology (2)
- PSY 8790 Contemporary Psychoanalytical Therapy (2)
  
- PSY 7810 General Clinical Practicum. Second Year Summer
- PSY 8810 Advanced Clinical Practicum I. Third Year Summer (0)
- PSY 8820 Advanced Clinical Practicum II. Fourth Year Year (0)
- PSY 8830 Advanced Clinical Practicum III. Fourth Year (0)
- PSY 8840 Advanced Clinical Practicum IV. Fifth Year (0)
- PSY 8850 Advanced Clinical Practicum V. Fifth Year (0)
- PSY 8880 Advanced Clinical Practicum: Health Psychology (250 hours)

## **Program Policies**

### **Cross Registration within PHSU Programs**

Clinical Psychology students are often encouraged to take advantage of diverse academic experiences available within our institution. Some students participate in departmental Journal Clubs and/or take courses within the Biomedical Sciences Doctoral Program.

The student must have Satisfactory Academic Progress (SAP) status to be able to benefit from cross registration at PHSU. The process to be followed is:

1. The student must submit a written proposal to the PsyD. Clinical Psychology Program Director expressing his/her interest of taking an out-of-program course and will provide evidence of satisfactory academic progress.
2. The Program Director will consult with the director of the program offering the desired course and will request an approval of the proposal.
3. Upon receiving approval from the host department, the Program Director will submit a request for authorization to the Dean of SBBS for final approval. If approved, a copy of the approval will be sent to the Registrar and Financial Aid Office.
4. The Program Director will inform the student of the decision taken on his/her request.

### **Cross Registration within Psychology Programs**

Clinical Psychology students accepted to PHSU Clinical Psychology doctoral programs will take their curricular core courses within the program in which they are registered; either Psy.D. or Ph.D. They are only allowed to share fourth year elective clinical courses. Only under the most extraneous circumstances will students be allowed to register in a core course outside the program to which they were accepted by the institution. When such circumstances become evident upon the production of medical or similar evidence, the directors of both doctoral programs, the SBBS Dean, and the course professor will approve such request.

Students interested in transferring from one of our programs to another (e.g. Psy.D. to PhD or Ph.D. to Psy.D.), must write a letter to the Dean of the SBBS expressing their interest and justification for the transfer. The Dean will discuss the request for the transfer with the program coordinators. The following criteria will be used for the decision of accepting or not the transfer requested:

1. Space available in the requested program
2. GPA 3.5 or above
3. Recommendation from Academic Advisor
4. Outstanding professional behavior

Request must be presented during the first year in the SBBS. If the transfer is accepted, students commit to abide by the requirements of the new program.

## **Academic Records**

The PHSU Registrar's office maintains cumulative individual records of students' grades and status at the institution. The Program maintains records of students' approval of critical milestones in the Program: Comprehensive examination, CPX, Clinical Practice, Dissertation, etc., up to graduation date. These records are maintained in a locked file in the Program's office area in compliance with FERPA regulations. They are kept in the office for a minimum of ten (10) years. Once this period is over, records are relocated for 5 additional years in a secure dead-file space designated by the institution for this purpose.

### **Comprehensive Examination and Clinical Practice Examination**

The Clinical Psychology Program (CPP) at PHSU utilizes two broad measures for the formative evaluation of student learning, the Comprehensive Examination (CE) and the Clinical Practice Examination (CPX). The CE focuses on the assessment of knowledge acquired on the foundations of the discipline, the profession and in research. The CPX is designed to assess clinical competencies related to relationship, clinical and psychological assessment and diagnosis, intervention and consultation.

### **Comprehensive Examination (CE)**

The CE is offered by the end of the second year. All students must take the CE, even those who are admitted after completing a master's degree program from other institutions. Students must have approved all the courses of the first two years of the program and must be in satisfactory academic progress, as described elsewhere in this catalog. The format of the CE is similar to the licensing examination prepared by the Board of Registration of Psychology of Puerto Rico.

The courses assessing the Discipline Specific Knowledge area in are:

History of Psychological Thought, Psychology of Personality , Social Bases of Behavior , Neurobiology and Psychology of Emotion and Motivation, Cognitive Psychology, Fundamentals of Neuroscience, and Human Growth and Development.

The courses assessing Profession Wide Competencies area are:

Ethics in Professional Psychology, Fundamentals of Psychopathology, Mood and Anxiety Disorders, Cognitive Assessment, Cognitive and Cognitive Behavior Therapy, Principles of Psychoneuroimmunology, Test Construction, and Applied Research for Psychologists.

Students receive a letter notifying them of their scores on the CE. They must obtain a general global score of 80% to approve the CE. Students who obtain a global score of less than 80%, will repeat the specific failed components during a subsequent administration.

### **Remedial Plan for Comprehensive Examination (CE)**

In the event that a student fails the second administration, a remedial plan will be written to assist students address the deficiencies identified by their test performance. Remediation plans may include readings, additional revision of written materials, additional courses, or other specified training experiences with the mentorship of a faculty member. All remediation plans, and the

contractual agreement drawn by faculty, will be provided to the student in writing. The goal of remediation is to help students acquire the knowledge needed to pass the CE and the licensing examination. A student may have only one remedial plan. Failure on the CE after completing a remedial plan will result in a referral to the Institutional Promotions Committee. The Promotions Committee will determine whether a student who has failed the CE following a remediation plan is eligible for additional remedial opportunities or should be dismissed from the program.

### **Clinical Practice Examination (CPX)**

All students must approve the CPX as a requisite to apply to their pre-doctoral internship. To be able to take the CPX, students must have approved all requisites of the third year and must have approved the Comprehensive Examination. To pass the CPX, the student must obtain a minimum Adequate Level of Performance (ALP) of 80%. Students should also obtain the established ALP score on each of the sections of the test.

The CPX team evaluates the student's performance in the areas assessed: History taking, mental status exam, clinical diagnosis, clinical intervention, history documentation, ethical management, interviewing skills, and patient satisfaction. After the evaluation, students receive a letter with their Global score and their specific scores for each component of the CPX. Failure to obtain the ALP will require the student to repeat the CPX. A remedial plan will be elaborated to assist the student to address the detected deficiencies.

If a student obtains a global score of 80% but fails one area of the test, he/she will engage in a remedial plan to address the deficiencies noted in that specific area. However, a student who obtains a passing score on the test but fails two or more areas, is considered to have failed the CPX and must repeat the entire examination. A remedial plan will be elaborated to assist the student to address the detected deficiencies.

### **Remedial Plan for Clinical Practice Examination**

All remedial plans will be articulated and written in a contract format specifying the specific areas in need of remediation, the training site where the student will see patients for the plan, and the expected outcomes.

### **Student failing the CPX or two components of the test.**

Students failing the whole test or two or more components of the CPX, will go through a minimum of one semester of remedial practice in a practicum site selected by the program. The Coordinator of Practica will contact the supervisor of the site, inform the areas that need improvement, and provide an evaluation form to be completed by the end of the semester.

After the remedial practicum, the student will repeat the CPX in the next cycle. If he/she does not pass in the second occasion, the student will have a second practicum placement of up to a semester before repeating the CPX for the third time. If the student does not pass in the third chance, he/she will be referred to the institutional Promotions Committee. The promotions committee will determine if the student should be eligible for an additional opportunity or should be dismissed from the program.

### Students failing one component or area of the CPX

Students failing one area of the CPX, will go through a minimum of two months' remedial plan. The Coordinator of Practica will contact the student supervisor, inform the specific area that needs improvement, and provide an evaluation form to be completed by the end of the experience. After the remedial experience, the student will be evaluated in a reduced version (one or two standardized patients) of the CPX based on the area in need of improvement. If he/she does not pass in the second occasion, the student will have a practicum placement of up to a semester before repeating the CPX for the third time. If the student does not pass in the third chance, he/she will be referred to the institutional promotions committee.

### Unjustified absence or tardiness to CE or CPX

A student who arrives 15 to 30 minutes late to the CE must complete the rest of the exam within the same period given to other students, except when the tardiness is justified. However, a student who arrives over 30 minutes late will not be allowed to take the exam unless the tardiness is objectively justified. A student who does not take the CE on the assigned day will not be able to take it until the next administration of the test, usually during the following year.

Tardiness to the CPX will prevent the student to see the standardized patient assigned for that period and will receive a grade of "0" on that particular exercise. A student who does not take the CPX on the assigned day will not be able to take it until the next administration, usually during the next year.

### Academic Honesty related to CE and CPX

The CE and the CPX are complex assessment methods developed by program faculty and implemented through a staff of employees. These evaluation techniques are costly and time consuming in terms of preparation, implementation, scoring and reporting. Therefore, any violation to the honor code is considered a serious offense that may result in dismissal from the School. Violations include cheating during the CE or sharing the content of the test with other students. Divulging information of the CPX to students waiting in the reception area may result in immediate suspension from the test and from the program.

## **Student Annual Evaluation and Feedback**

At the beginning of their first year in the program, an Academic Advisor is assigned to each student. The main objective of the academic advising process is to help students with their academic and/or educational needs and to offer guidance and support while progressing through their training program. The academic advisor seeks and receives information from the student and from other faculty members regarding the student's academic performance and the professional roles expected for the student's developmental level. Based on such information, the advisor evaluates the student's performance each year using the "Standard form for student end of year evaluation".

Every student signs an "Advisory Contract" during their first year in the program. Advisor and advisee will meet at least once per semester. Any faculty member who has any concerns or

comments about a student's academic or clinical performance or professional behavior should present these in written form to the student's assigned advisor. In case of a serious deficiency or concern, the advisor will refer the situation to the program coordinator for analysis and remedial action. The program procedures and institutional policies are used in cases of academic problems, unprofessional behavior, or other concerns related to the student's performance. At the end of year each student meets with his/her advisor to discuss and to complete the "Standard Form for Student End of the Year Evaluation".

### **Evaluation of Student Professional Behavior**

Our program has adopted the complete statement on evaluation of student non-academic competence developed by the Council of Chairs of Training Councils. At the beginning of their first year, every PsyD students acknowledge with their signature the receipt of this statement.

*Students in psychology training programs (at the doctoral, internship, or postdoctoral level) should know—at the outset of training—that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.*

*Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).*

Faculty members or supervisors will attempt to assist any student who presents difficulties in professional behavior. If this assistance is not accepted or fails to produce the desired results, the SBBS faculty, clinical supervisors, or administrators will follow the following procedure:

1. Report the concern to the students' academic advisor. If the situation is not resolved, the academic advisor moves to step #2
2. Report the situation to the Program Coordinator. If the situation is not resolved, move to step #3
3. The program coordinator discusses the situation with SBBS Dean and decide if he/she should be referred to the Professional Behavior and Ethics Committee (PBEC)
4. The Dean and Program Coordinator may refer the student to the PBEC, using the "Unprofessional Behavior Referral Form".
5. The student will be notified that he/she was referred to the PBEC.
6. The PBEC will:
  - a. Familiarize with the complaint through interviews or documents
  - b. Consult with legal advisor if necessary
  - c. Meet with the student and identify his/her needs
    - i. Advise student on the concerns presented
  - d. Recommend follow up actions through a report to the Dean
7. The SBBS Dean will consider the recommendations to be received and will make a final decision that may include referral to the institutional students' promotions committee.

#### Professional Behavior and Ethics Committee (PBEC)

The main goal of the PBEC is to support the SBBS mission of developing a new generation of well-rounded clinical psychologists capable of performing excellently in different clinical settings, to a higher standard of competency.

At the individual level, professional behaviors include, but are not limited, to personal and professional characteristics, interpersonal relationships and ethical/moral decisions. Expected professional behavior comprise motivation to progress in the program and initiative to address new challenges, responsibility, commitment, team work, professional image, response to authority, response to criticism, recognition of limitations, empathy, consideration of other's roles and rights, relation to peers and to non-faculty members, and confidentiality, among other behaviors.

Unprofessional behaviors may be recognized as: limitations in assuming responsibility for ones actions and duties, poor initiative to change and to assume ones role as student and future professional, not following instructions or recommendations for improvement, impaired relationships with students and faculty, impaired relationship with other allied health professionals, bullying, plagiarism, problems with moral character (differentiate right from wrong), poor judgment, not handling well transference/ countertransference, among others. The PBEC is consonant with the PHSU institutional catalog, American Psychological Association, and Puerto Rico Psychology Association (APPR) codes of Ethics.

## Identification

Students will identify themselves to patients, to the public and to any other person both verbally and in written form by using the designation “Clinical Psychology Doctoral Student”. This designation will change when the student enters an internship program at which time the following title must be used “Clinical Psychology Predoctoral Intern”. Students will use whichever title is assigned or customary in internship site outside our program or our institution. Students will not present themselves as “doctor” and will not allow others to address them with such title. Failure to follow this rule will be considered as an ethical violation.

## Use of cellular phones

While attending lectures or any other official activity of the program cellular phones will be turned off or changed to vibration mode. Students need to inform the professor when he/she is expecting an important call during class.

## Institutional Policies

Psychology students are referred to the document on student policies published by the Deanship of Student Affairs regarding applicable institutional policies. The student is especially asked to review the following policies:

Attendance Policy  
Dress Code Policy  
Grievance Policy  
Honor Code  
Interpersonal Abuse Policy  
Standard of Conduct in the  
Teacher-Learner Relationship  
Student with Unprofessional Behavior Policy

### Satisfactory Academic Progress Policy

#### **I. Introduction**

This policy has been established to ensure an acceptable time frame for completion of the academic program and the minimally accepted quality of performance. This policy also ensures that the Student Financial Aid requirements set forth by federal regulations are met.

#### **II. Scope**

This policy applies to all Doctor of Psychology in Clinical Psychology Students enrolled at Ponce Health Sciences University (PHSU).

#### **III. General Requirements**

##### **A. Time Frame for completion of the Academic Program**

A Clinical Psychology Doctoral Student will be allowed a maximum time frame of three years of enrollment beyond the standard required for the completion of the program (five years). Summer enrollment is considered part of the academic year for the purpose of this measure.

The total years for completion of a degree include those graduate courses accredited on admission to our program.

<i>Program</i>	<i>Standard</i>	<i>Maximum</i>
Clinical Psychology Doctorate	5 years	8 years

**Definition of a full time:** Students with an academic load of 6 credits or more per semester will be considered full time doctoral students. Students registered in doctoral dissertation are also considered full time students

**Definition of half time:** Students with an academic load of 3 to 5 credits per semester will be considered half time students.

**Definition of less than half time:** Students with an academic load of less than 3 credits per semester will be considered less than half time or part-time students.

**B. Completion of Program Requirements**

1. Course Requirement:

Students must complete all courses within the established time frame. The Program requires a total of 86 credits.

2. Performance Requirement:

A student must complete each academic year with a minimum grade point average of 3.00 and pass 70% of attempted courses. Any student failing to meet this standard of performance will be referred to the Students Promotion Committee.

3. Comprehensive Examination (CE) Requirement:

A Comprehensive Examination must be taken upon completion of the second academic year. A passing score in the exam is a requirement for candidacy to the Doctoral Degree.

4. Clinical Practice Examination (CPX):

Approval of the Clinical Practice Examination is required upon completion of the last academic year before the Clinical Internship.

5. Dissertation Proposal:

Approval of Dissertation Proposal by the Dissertation Committee and submission of the proposal to the institution's IRB is required before submitting the application for internship.

6. Doctoral Dissertation Requirement:

A Doctoral Dissertation with oral defense is required for graduation. The data obtained from the dissertation project could be organized in an article format, per APA publication guidelines.

7. Pre-doctoral Internship Requirement:

Students must complete 2000 hours of a pre-doctoral internship.

8. Professional Behavior Requirement:

The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University, the corresponding accreditation agencies, and the Clinical Practice Manual of the Psy.D. Program.

#### **IV. Grade Requirement**

In order to graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00. Satisfactory Academic Progress (SAP) is required for financial aid eligibility and will be reviewed on a yearly basis.

- Students should perform at a minimum level of achievement of 80% (B) in all courses .
- Students who obtain a grade of C but maintain a minimum GPA of 3.00 must repeat the course and pass it. Up to two courses may be repeated.
- Students with a GPA below 3.00 will be referred to the Students Promotions Committee.
- A grade of “F” in any course will result in referral to the Students Promotion Committee and considered for dismissal based on overall academic performance.
- Grades of “P” (Pass) or “NP” (No Pass) are applicable to dissertation. When the dissertation activity requires more than one semester for its completion, the student receives a notation of “In Progress” (IP) for each semester and until the dissertation is approved.
- Criteria for courses with pass or no pass grade will be specified in each course syllabus.
- Grades of “P” (Pass) or “NP” (No Pass) are applicable to Practica and Internship. A grade of “NP” requires repetition and referral to the student’s promotion committee. In case of a second “NP” grade in the same practicum or internship, the student will be referred to the Students Promotion Committee with a recommendation for dismissal.
- An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the “I” (Incomplete) in agreement with the professor and must be removed within the next year.

#### **V. Academic Probation and Financial Aid Eligibility**

A student failing to meet the grade requirements will be placed on academic probation for one semester, but will be eligible for financial aid. At the end of the semester, if the student has not regained SAP, he/she loses financial aid for the following semester

If the student is dismissed, but the dismissal decision is reserved by the due process, the student loses financial aid until SAP is reestablished.

## **VI. Appeal Process for Academic Probation**

Students notified that they are to be dismissed from the Psy.D. program, have the right to appeal the case in writing to the SBBS Dean within five working days after receiving the notification.

The Appeal or Due Process for Dismissal presented below must be followed:

1. The Dean will evaluate the appeal and the student's academic record. Rejection of the appeal by the Dean is final. If the Dean has a reasonable doubt about the student's capacity or academic record, he/she can appoint a three-member Ad-Hoc Committee to re-evaluate all evidence.
2. The Ad-Hoc Committee will notify the student in writing of the date and time when the case will be heard. The Ad-Hoc Committee has forty-eight (48) hours to submit the report. The Dean will consider the Ad-Hoc Committee recommendation and make the final decision within forty-eight (48) hours. Any decision will be reported to the student in writing. All decisions made by the Dean are final.

The same process described above will be followed in cases of unacceptable professional behavior. The corresponding Program Director or the SBBS Dean will refer the case to the Promotions Committee. If the recommendation of the Promotion Committee is to dismiss the student, the appeal process described above will be activated.

## **VII. Reinstatement of Financial Aid**

Financial Aid eligibility is contingent upon satisfactory academic progress. It is the student's responsibility to request reinstatement of financial aid.

## **VIII. Enforcement**

The Office of the VP for Student Affairs shall have primary responsibility for overseeing this policy and will provide all students upon admission to Ponce Health Sciences University, a copy of this document.

The SBBS officials and the VP for Student Affairs, as well as the Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policies set forth.

## **Institutional Grievance Policy**

Any student has the right to submit to the Office of Student Affairs a written report of a concern or complaint of any violation to the PHSU policies and/or professional ethic without any retribution or consequences.

Violation to PHSU regulations will not be tolerated. Verbal, psychological or physical abuse such as speaking insultingly, engaging in schemes to undermine the self-esteem of the person; or any discriminatory practices or adverse activity will not be tolerated.

## PROCEDURE

Any member of the academic community may report any incident of abuse or violation to PHSU policies. The incident should be reported to the Dean for Student Affairs or designee. The Dean for Student Affairs or designee will gather all pertinent information on reported cases. Early communication and intervention may lead to the resolution of the incident. If the incident is resolved, no further action will be taken. A description of the incident must be in writing. The report of a resolved incident will contain the description of the action plan followed. A follow up on the incident will be made between six or eight weeks to assure that there has been no retribution.

If the incident is not resolved, the Dean will appoint three members as an Investigation Committee to re-evaluate the case. All parties involved will be informed of the composition of the Committee and will have the opportunity to present any disagreement on the membership of the Committee and the reasons for the challenge.

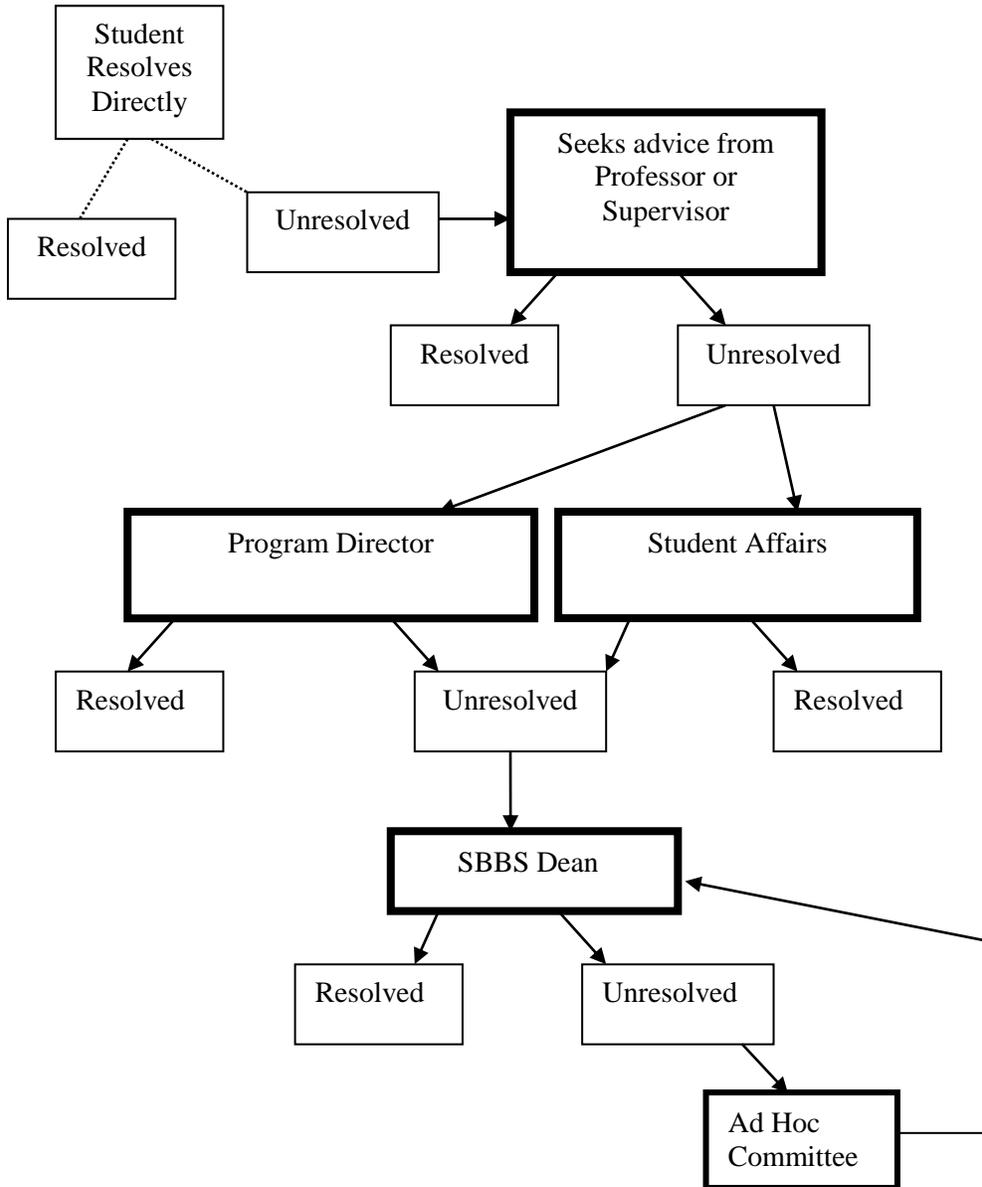
If necessary; the School's legal counsel will be notified of the case and will be kept informed of the progress of the investigation. The Investigation Committee will review the information and make a recommendation to the Dean for further action. The Dean will inform the student of the decision. The entire process should be addressed within three months. After receiving the notification by the Dean, the student has the right to appeal the decision in writing to the Dean within seven working days. The appeal, or Due Process presented below must be followed.

## APPEALING (DUE PROCESS)

The Dean will evaluate the appeal and the investigation report. Rejection of the appeal by the Dean is final. However, the Dean may overturn the decision. If the Dean has a reasonable doubt, about the student's allegation or the investigation, he/she can appoint an Ad Hoc Committee, comprised of members of the faculty, student body and administration to re-evaluate all evidence. The Ad Hoc committee will notify the student in writing of the date and time when the case will be heard. The Ad Hoc committee has the discretion to re-interview the persons involved if necessary. The committee has seven (7) working days to submit to the President and Dean its report. The Dean will receive the Ad Hoc committee recommendations, and make the final decision within forty-eight (48) hours. All decisions, favorable or unfavorable, will be reported to the student in writing. All decisions by the President and Dean will be final.

## Grievance Procedure

A diagram outlining SBBS's grievance procedure process is presented below.



## Course Descriptions

PSY 5110 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 5120 Neuroanatomy Laboratory. (2 credits) To be taken concomitantly with PSY 5110.

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 PSY 511. Special attention will be given to those hypothalamic, limbic, and cortical zones that sub-serve the major neurocognitive and neurobehavioral functions.

PSY 5140 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 explored within a historical perspective. The course will also address the clinical application of the research and theories discussed.

PSY 5150 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 post-natal stage. This presentation is followed by a description of the normal progression of the basic areas of developing important for the work of psychologist including motor, sensory,

language, cognitive, social, and emotional. Various developmental scales and psychometric instruments will be taught during the semester.

PSY 5180 Principles of Psychoneuroimmunology (1 credit)

Psychoneuroimmunology emerges as a science which attempts to provide an 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 allowing for a harmonic and healthy functioning of the human body. Students will explore the field of psychoneuroimmunology through a review of its main concepts, of its evolving scientific literature and through the most current areas of research. The effect of stress upon the immune system is examined and provides special coverage. Specific psychological and CBT techniques utilized within the field of psychoneuroimmunology to treat patients with stress and immune disorders are introduced. HIV is explored as an example of a condition that, through psychological intervention, the Psychologist can impact the psychoneuroimmunology status of the person treated.

PSY 5220 Psychology of Personality (3 credits)

The main areas of interest of the field of Personality 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. The newer concepts on the neurobiological underpinnings of personality will also be presented and discussed based upon extant research. 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 everyday life and to clinical situations. During the process of learning about human personality, the student will develop familiarity with a number of scales and tests that are utilized to measure various personality variables including the NEO-PI III.

PSY 5230 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 5270 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 related to clinical practice will be discussed including the history of 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 5410 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 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-V “V” codes, of the DSM V culture-bound syndromes (e.g. nervous breakdown) and of the milder forms of psychological dysfunction. Students will be introduced to the ICD-9 system of classification.

PSY 5730 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 5810 Introduction to Clinical Practice. (50 hrs.)

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 5820 Fundamentals of Clinical Interventions and Emergency Psychology. (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 6200 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 6230 Qualitative/Quantitative Methodology and Descriptive Statistics (3 Credits)  
Prerequisite: PSY 6200

As a continuation of PSY 6200, 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 obtained from these methods 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 6250 Test Construction (2 credits)

This course provides the student with 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 6450 Mood and Anxiety Disorders (3 credits) Prerequisite: PSY 5410

This course focuses on the different types of mood/affective disorders including depression, mania, anger, and its multiple clinical and syndromes 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, among others.

The role of anxiety in our lives will provide the foundation for the analysis of the more disturbing anxiety-related syndromes that frequently present 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, all according to DSM-V and ICD-9. 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 for their control.

PSY 6480 Psychopathological Disorders in Children and Adolescents (2 credits)  
Prerequisite: PSY 5410

This course provides 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 to their clinical manifestation. The conditions will be explored based upon recent research literature and using both DSM-V and ICD-9 classification systems.

PSY 6520 Cognitive Assessment (3 Credits).  
Prerequisite: PSY 6250 y PSY 6860

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 administer these tests and other psychometric instruments ethically and competently. 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 6570 Objective Assessment of Personality. (3 Credits)  
Prerequisite PSY 6520 & PSY 6580 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 6580 Projective Assessment of Personality: (2 Credits)  
Prerequisites: PSY 5220 & 5410

Projective assessment techniques are frequently used in clinical contexts as a diagnostic tool. Three types of projective techniques are most popular within Psychology and have been subjected to different degrees of empirical scrutiny. These are the inkblot, the thematic, and the paper and pencil tests. This course will focus on thematic and paper and pencil tests. Students interested in exploring the Rorschach method have an opportunity to register in a course specifically designed to learn this technique. The thematic tests to be presented through the course are Thematic Apperception Test and the Children Apperception Test. The Koppitz method will be emphasized for the scoring and interpretation of the Draw a Person Test. Different scoring and interpretation systems will be presented for the Thematic and for the Paper and Pencil Tests. This approach will allow students to learn methods that are evidence based that are most likely to yield valid and reliable results.

PSY 6600 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 in 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 6620 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 6670 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 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 to match the approach to the patient's specific needs.

PSY 6810 Cognitive Assessment Practicum. (30 hrs.)  
To be taken concomitantly with PSY 6520.

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

PSY 6830 Psychotherapeutic Techniques (250 hrs.)

While placed in a community agency 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 6850      Conceptualization & Intervention Planning (250 hrs.)

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 6860      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 6870      Psychotherapy Seminar (1 credit)

This course is designed to provide students with a basic understanding of the most common clinical interventions. Students will have an opportunity to observe and practice a variety of psychological techniques, before entering their practicum settings.

PSY 6880      Practicum Projective Personality Assessment. (30 hrs.)  
To be taken concomitantly with PSY 6580.

Through this practicum students will learn the administration, scoring and interpretation of the projective techniques presented through the Projective Assessment Course. The thematic techniques, especially the Thematic Apperception Test, the Children Apperception Test, as well as several paper and pencil projective techniques will be main focus of the practicum. Students will also acquire the basic skills for writing personality assessment reports and for conducting high quality, ethically sensitive, feedback sessions.

PSY 7170      Clinical Psychopharmacology (2 credits)

The initial portion of this course provides an introduction to pharmacodynamics and pharmacokinetics. Following this initial presentation the course explores the main neurotransmitter systems of the brain and the role these play on normal and abnormal behavior. The remainder 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 7190 The Practice of Psycho-Oncology with Children & Adults (2 credits)

An exploration of the growing field of psycho-oncology is the main objective of this course. A historical overview of the development of the field is conducted and followed by an exploration of role psychologists play in the treatment of cancer patients. Special emphasis is placed on the impact of developmental and maturational factors in cancer as well as behavioral risk factors, psychological adaptation to the condition, 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 on intervention strategies. This course is part of the sequence of course on Health Psychology offered by the program.

PSY 7240 Research Practicum: Data Collection and Data Analysis (0 credits).  
Prerequisite: PSY 6230

Students who have completed Q & Q Methodology and Descriptive Statistics course (PSY 6230) and who have already designed a dissertation proposal through their experience in PSY 6200 and 6230, 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 7310 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 7470 Personality and Psychotic Disorders (3 credits)  
Prerequisite: PSY 6450

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, Linehan 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. These conditions will be explored based upon recent research literature and using both DSM-V and ICD-9 classification systems.

PSY 7560 Psychoeducational Assessment and Consultation (3 Credits).  
Prerequisites: PSY 6520

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 7570 Advanced Projective Assessment (3 credits)  
Prerequisite: PSY 5220, 5410, 6520, 6580

Projective techniques constitute an important component of the Clinical Psychologist repertoire of diagnostic tests. The Rorschach Inkblot Test is one of a wide array of projective assessment procedures available used to evaluate the subject's personality dynamics. Personality may be defined as the characteristic way in which a person views the world, relate to others, solves problems, regulates emotions, manages stress and copes with life challenges (Davis, 2001). This course will focus on the Rorschach Inkblot Test as a perceptual-cognitive, problem solving task. The *Rorschach: Comprehensive System* developed by John Exner (1993) will be the approach emphasized for the test's administration, scoring and interpretation. The main objective of the course is to provide the student with basic knowledge for the application of the Rorschach using Exner's system.

PSY 7640 Psychotherapeutic and Systemic Interventions with Children and Adolescents (2 Credits). Prerequisite: PSY 6480

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 7650 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 7660 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 7670 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 7720 Program Development and Administration in Mental Health. (2 Credits)

Students will select a problem, a need, or a social issue that they want 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 theories. 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.

PSY 7730 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 7810 General Clinical Practicum. Second Year – Summer

Students interested in gaining additional clinical experience during the summer break after their second year may register in Psy 781. With the assistance and approval of the Coordinator of Clinical Practica students will select a training site suitable for their training needs and levels of clinical development. Upon coordinating with the training site, a training contract will be drawn explaining the duration, goals and objectives, and evaluation requirements of the summer internship. Students may include these training hours in their APPI application, as they will receive formal acknowledgement of their experience. The practicum didactic component depends on the training site in which the student will complete the summer internship. Special academic or didactic requirements of the practicum should be indicated in the training contract, when these go beyond what is specified in this syllabus.

PSY 7850 Clinical Psychology in the General Hospital Setting (15 hrs.)

Clinical Psychologist providing health services frequently work in inpatient hospital settings. However, working in these settings requires specific knowledge and skills related to clinical and organizational issues. The present course addresses these needs. Students will learn the basic rules and protocols usually in place in inpatient settings operating under the guidance of the Joint Commission on Accreditation of Health Care Organizations and similar accrediting bodies. This course will be an appropriate scenario to integrate the theoretical knowledge obtained through the Clinical Health Psychology. This includes, but is not limited to; screening, clinical diagnosis and short term intervention in inpatients with medical and mental health conditions, safety rules and procedures, emergency codes, record keeping procedures, interprofessional interactions, bedside manners, and quality assurance methods.

PSY 7860 General Clinical Practice: Integration I (250 hrs.)

Prerequisite: PSY 6850 & 6830

During the first semester of the third year the student will be placed on 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 7870 General Clinical Practice: Integration II (250 hrs.)

Prerequisite PSY 7860

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 7880 Advanced Projective Assessment Practicum (30 hrs.)  
To be taken concomitantly with PSY 7570.

The main purpose of this practicum is to familiarize and develop competencies in the administration, scoring, interpretation and application of the Rorschach Inkblot Test. The Rorschach Comprehensive System as developed by John Exner and his associates (1993) will be emphasized.

PSY 8000 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 8110 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 8120 Anatomy Laboratory (1 credit)

The Gross Anatomy Laboratory is a specially designed experience to accompany the Anatomy and Physiology Course (Psy 8110). Students will actively participate in laboratory experiences with corpuses and lab models to explore the different organs and systems presented for PSY 8110.

PSY 8140 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 made throughout the past few decades to address the problem will be explored. The need for an 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 8160 Integrated Behavioral Healthcare (2 credits)

The course emphasizes on the basic concepts and intervention models used by psychology on primary care. The course will engage in a detailed discussion of the primary care behavioral health model and basic techniques that psychologists use to integrate their services. Emphasis will be placed on the psychological assessment and interventions congruent with primary care settings. Interventions used with the most common health conditions and behavioral problems that patients present at medical settings will be discussed.

PSY 8180 Clinical Health Psychology (2 credits)

This seminar provides an introduction to the field of Clinical Health Psychology. It begins with a presentation of what constitutes health, and the concepts of Health Promotion and Disease Prevention. This introduction is followed by a presentation of the main intervention models for behavioral changes within the context of Health Psychology. During the rest of the course various health conditions are examined at the acute and chronic level, including Cardiovascular Diseases, Diabetes Mellitus, Chronic Pain, Respiratory Diseases and sexually Transmitted Diseases. Women's health issues are also presented and discussed.

PSY 8230 Doctoral Dissertation Proposal (0 credits)

The student will register in PSY 8230 during the third or fourth year and will meet regularly with his/her thesis advisor and other committee members. Through these meetings, the students will be guided towards the completion of his/her dissertation proposal.

PSY 8260 Doctoral Dissertation (0 Credits)

The student will register in PSY 8260 during the fourth year and will meet regularly with his/her thesis advisor and other committee members. Through these meetings, the students will be guided towards the completion of his/her dissertation.

PSY 8320 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 on the implications for clinical practice and research.

PSY 8330 Fundamentals of Social Determinants of Health (2 credits)

Fundamentals of Social Determinants of Health will provide students with basic aspects about history, theory, and key concepts in the study of social determinants of health (SDH) with an emphasis in health related research. The course will focus on the application of conceptual frameworks that contribute to the understanding of how the circumstances in which people live shape their health outcomes. Students will analyze diverse interdisciplinary approaches (i.e. Public Health, Anthropology, Medicine, Psychology, etc.) to the study and research of SDH. Students will identify specific strategies to contribute to the eradication of inequities affecting the physical and mental health of the Latino/a population.

PSY 8340 Women's Health Psychology and Health Issues (2 credits)

This course explores the field of Women's Health Psychology, including a historical overview of the events that impacted women's health and healthcare. Emphasis will be placed on how women's mental health is affected by physiological processes and medical conditions, and the most prevalent psychiatric disorders. Also, explore the relevant role of the psychologist in medical settings and practice, which has a significant impact on medical services to women with specific medical conditions. Examining research in women's health psychology is also addressed, focusing on the quality of life, pain management, and adaptive styles, among other topics. Finally, we will discuss the relevance and importance of developing practical clinical skills for the psychological assessment, diagnosis, and planning of psychotherapeutic interventions within the population's diversity.

PSY 8350 Psychology and Poverty (2 credits)

Despite growing literature on diversity and its impact on psychotherapy, the field of clinical psychology has much to improve in the area of psychotherapy and poverty. This course is designed to familiarize students (future psychologist) with the social

phenomena of poverty and how it impacts health and quality of life. The didactic and experiential nature of the course is designed to sensitize students, at the professional and personal levels, to effectively work with the multiple effects of poverty in their clients, in society and in themselves. The student is exposed to the main concepts of each area cover in a didactic and experiential manner. The main research methods utilized in the field are explored. The design and implementation of Evidence-Based psychotherapeutic interventions pertinent in this type of social contexts, are presented.

PSY 8360 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 among other, the following topics: choosing lifestyles 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.

PSY 8380 Psychology of Sexual Orientation and Gender Diversity (2 credits)

Gender and Sexual Diversity Psychology is an introductory course to understand and analyze the diversity in the biopsychosocial environment of the construct of gender and sexual orientation. It emphasizes in the history, development and recent research on gender and sexual orientation. This course also highlights the psychosocial consequences of the social negative views of being diverse and current psychotherapy models to work with the panorama.

PSY 8390 Child Maltreatment (2 credits)

As the field in psychology has been expanding in the last years, there is an urgent need to prepare mental health professionals in specific issues considered relevant to their competency. One of the roles of the psychologist might require some knowledge and skill related to forensic fields and topics. A relevant topic to be addressed in this course relates to violence in general, and particularly, children's abuse. Several types of child maltreatment will be discussed, including physical, emotional/psychological, sexual, and negligence. In addition, legal aspects and concepts related to Law 54, as well as Law 246 in Puerto Rico will be covered. Other important information regarding the forensic interview with children, according to the APSAC Guidelines, as well as the role testifying in court about interventions (assessment and therapy) with abused children will be covered in this course.

PSY 8400 Integrated Sexual and Gender Affirmative Intervention  
Prerequisite PSY 8360, PSY 8380 and PSY 8700

Integrated Sexual and Gender Affirmative Intervention is an advanced course that integrates the sexual, gender, and sexual orientation biopsychosocial knowledge that the students acquired in the courses: Psychology of Gender, Psychology of Sexual Orientation and Gender Diversity; and Studies in Human Sexuality. It emphasizes in the Affirmative Psychotherapy Model, developing clinical and scientific competencies to work with the LGBTQA+ community. This course integrates theory and practice for a better consolidation of clinical competencies.

PSY 8450 Sports Psychology (2 credits)

This course emphasizes the basic concepts and interventions of clinical sports psychology. The course promotes the identification of survey questionnaires and evidence-based models that serve as a treatment for mental training. It emphasizes the possible diagnoses that athletes develop during their sports practice. Ethical issues are also discussed in the discipline of clinical sports psychology. Finally, the course motivates the student to reflect on the issues of diversity in sports culture, research, and application models to achieve psychological well-being in sport or physical activity.

PSY 8470 Neuropathological Conditions (2 credits).  
Prerequisite: PSY 5410

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., callosal 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).

PSY 8480 Antisocial Personality Disorder and Sexual Deviant Behaviors

As clinical practitioners, psychologists may handle a broad range of mental health dynamics, as well as psychopathologies. This course is intended to bring specialized attention to a range of several atypical behaviors and manifestations of psychopathology. It will bring particular attention to some of these psychological structures implicated in psychopathology. This knowledge might an important

component of any clinical intervention, as part of a psychological assessment, psychotherapy process or even part of a psycho-legal procedure. These psychological structures expected to be covered at the course will include psychopathy, sociopathy, as well as other sexual deviations (including, but not limited to fetishism, masochism, and sadism). Recent research and literature review will be a central component of the course, in order to engage students on the newest tendencies regarding clinical evaluation, etiological aspects related to the psychological structures, as well as evidenced based psychotherapeutic interventions. The course is intended to be part of the “forensic track” within the PsyD and PhD psychology programs, although might be complementary to any other student.

PSY 8490 Forensic Psychological Assessment (3 Credits)  
Prerequisite: PSY6520, PSY6580, PSY6570 and PSY8710

In this course students will use previously learned skills in the administration, correction and interpretation of psychological, cognitive, personality and projective assessment, and acquire the necessary tools for its application in a forensic context. Students will: learn how to communicate assessment results to the courts or other referral sources; obtain a general knowledge on how to testify, as well as how to select and administer specialized forensic scales and tests. This will be enclosed on the main legal and ethical responsibilities regarding the forensic expertise required to perform forensic assessment.

PSY 8510 Neuropsychological Assessment (3 credits)  
Prerequisite: PSY 5110, PSY 6520, and PSY 6580

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.

PSY 8650 Autism Spectrum Disorders: Contemporary Theories and Intervention Models (2 credits)

The student will be able to understand the basis of Autism Spectrum Disorders (ASD). This course integrates the history, diagnostic criteria, classification, contemporary theories of neurodevelopmental processes, current knowledge about its neurobiology and pathogenesis, evaluation methods and instruments, and intervention models. Didactic and practical approaches are used in order to integrate the

information. The information to be presented is based on the scope of current research and evidence-based models on interventions.

PSY 8670 Dialectical Behavioral Therapy (DBT): Theory and Techniques (2 credits)  
Prerequisite: PSY 7470

This graduate course examines the theories, empirical foundations, and applications of cognitive-behavioral therapies that emphasize mindfulness and acceptance strategies. The course will focus on Dialectical Behavior Therapy for treating suicidality, self-injury, and borderline personality disorder, but will also cover Mindfulness-Based Cognitive Therapy for treating these and other problems

PSY 8680 Advanced Family Therapy (2 Credits)  
Prerequisite: PSY 7670

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 8700 Studies in Human Sexuality (2 credits)

This course provides the student with 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 8710 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 8740 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 8750 Neuropsychological Rehabilitation (2 credits)  
Prerequisite PSY 8470 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.

PSY 8780 Brain, Psyche, and Psychopathology (2)

The course main goal is to have a better understanding of human psychopathology and psychotherapeutic processes according to contemporary research. It aims to integrate empirical knowledge from the areas of genetics, unconscious and conscious memory systems, neural bases of emotions, attachment, psychopathology, and psychotherapy. Therefore, it will be a merge of the fields of Behavioral Genetics, Cognitive Neuroscience, Affective Neuroscience, Evolutionary Psychiatry, Clinical Psychology, and Neuropsychoanalysis. The information and research evidence will be divided in five units with several lectures in each one: (1) Theoretical Evolution of the Human Psyche/Mind, (2) Molecular and Neural Bases of Emotions, (3)

Unconscious and Conscious Memory Systems, (4) Psychopathology, and (5) Implications for Psychotherapy. Emergent theorists (e.g. Eric Kandel, Antonio Damasio, Joseph LeDoux, Jaak Panksepp, and Mark Solms) that integrate unconscious and conscious processes involved in psychopathology and psychotherapy will be discussed. All this information will be analyzed from a clinical standpoint and with a special emphasis on the psychotherapeutic implications. Each student must write a theoretical paper as requisite of the course.

PSY 8790 Contemporary Psychoanalytic Therapy (2 credits)

The course emphasizes several areas of clinical interventions within the realm of psychoanalytic theory. Aligned with contemporary psychoanalytic research and practice, the course will explore in depth the nature of symptom's formation and psychic dynamics. It will integrate different psychoanalytic processes of several schools of thought that have overcome the test of time: object relations, self-psychology, interpersonal psychoanalysis, neuropsychology, among others. Emphasis will be placed on how the mind works, meaning attribution, how symptoms manifest, and understanding the developmental and typological dimensions of personality. At the end, the student will be able to conceptualize and understand the psychological structures of patients and to implement this knowledge in psychotherapy and different clinical settings.

PSY 8810 Advanced Clinical Practicum I. Third Year – Summer

This is the second elective clinical practicum available to students interested in gaining additional clinical experience during the summer break. With the assistance and approval of the Coordinator of Clinical Practicum students will select a training site suitable for their training needs and levels of clinical development. Upon coordinating with the training site, a training contract will be drawn explaining the duration, goals and objectives, and evaluation requirements of the summer internship. Students may include these training hours in their APPI application, as they will receive formal acknowledgement of their experience. The practicum didactic component depends on the training site in which the student will complete the summer internship. Special academic or didactic requirements of the practicum should be indicated in the training contract, when these go beyond what is specified in this syllabus.

PSY 8820 Advanced Clinical Practicum II. Fourth Year

Students that want to expand their clinical experiences during their fourth year may register in PSY 882 (first semester). This experience will allow students to focus on the development of specialized clinical skills in the areas of Health Psychology, Clinical Neuropsychology, Child Clinical Psychology, or other areas of interest. Therefore, this practicum may serve as a vehicle for students to explore specialized areas of the profession or to gain additional general clinical experience. Upon completing this elective practicum students will have accumulated additional time to enhance their APPI application. The specific requirements of this practicum are to be

determined by the training staff of each individual training site in coordination with the Practicum Coordinator

PSY 8830      Advanced Clinical Practicum III. Fourth Year

This elective practicum is to be taken during the second semester of the fourth year. Students interested in developing specialized skills in one of the program's clinical or research tracks may register in this practicum, Health Psychology, Clinical Neuropsychology, Child Clinical Psychology. Some of the students focusing on a subspecialty during the past semester and wishing to continue for the rest of the year in such rotation may also elect to register in this practicum. The specific requirements of this practicum are to be determined by the training staff of each individual training site in coordination with the Practicum Coordinator.

PSY 8840      Advanced Clinical Practicum IV. Fifth Year

This elective practicum is to be taken during the first semester of the fifth year. Students interested in developing specialized skills in one of the program's clinical or research tracks may register in this practicum, Health Psychology, Clinical Neuropsychology, Child Clinical Psychology. Some of the students focusing on a subspecialty during the past semester and wishing to continue for the rest of the year in such rotation may also elect to register in this practicum. The specific requirements of this practicum are to be determined by the training staff of each individual training site in coordination with the Practicum Coordinator.

PSY 8850      Advanced Clinical Practicum V. Fifth Year

This elective practicum is to be taken during the second semester of the fifth year. Students interested in developing specialized skills in one of the program's clinical or research tracks may register in this practicum, Health Psychology, Clinical Neuropsychology, Child Clinical Psychology. Some of the students focusing on a subspecialty during the past semester and wishing to continue for the rest of the year in such rotation may also elect to register in this practicum. The specific requirements of this practicum are to be determined by the training staff of each individual training site in coordination with the Practicum Coordinator.

PSY 8880      Advanced Clinical Practicum: Clinical Health Psychology. (250 hrs.)  
Prerequisite: PSY 8180. 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 9000 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.

IHD 9190 Interprofessional Perspectives in Health Disparities (1 credit)

This course is designed to provide a general overview of gaps in health outcomes associated with health disparities. A special emphasis will be given to the social determinants of health such as race/ethnicity, social class, socioeconomic status, sex, sexuality, nationality, and migration status. The course will focus on the impact of health disparities' impact at multiple system's levels (e.g. Individual, patient-clinician, healthcare system, etc.)

Ponce Health Science University  
School of Behavioral and Brain Sciences  
PsyD Program in Clinical Psychology

Accredited by the American Psychological Association

