



# PSYCHOLOGY INTERNSHIP CONSORTIUM

## INFORMATION FOR CANDIDATES

PONCE HEALTH SCIENCES UNIVERSITY PSYCHOLOGY  
INTERNSHIP CONSORTIUM (PIC)

An exclusively affiliated psychology internship program of the Clinical Psychology  
Psy.D. and Ph.D. Programs  
School of Behavioral and Brain Sciences  
Ponce Health Sciences University  
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PHSU PSYCHOLOGY INTERNSHIP CONSORTIUM (PIC)

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MESSAGE FROM THE PIC DIRECTOR

Welcome to the PIC informational brochure. We have worked to make this document as complete as possible in order to assist you in making an informed decision concerning applying to our program.

More than 10 years ago, the Clinical Psychology PsyD program established an internship training program in order to meet the clinical training needs of its students. Originally housed at our training clinic, the “CSP”, the internship has grown steadily in terms of the number of interns and the variety of training experiences it offers. While the internship training program remains exclusively affiliated to our academic programs (admitting only students from the PHSU Clinical programs) it offers an extensive variety of training settings and experiences.

Today, the PIC consists of 6 collaborating agencies that provide interns with advanced training in Health Service Psychology. These are the PHSU training clinics at the PHSU Wellness Center; Hospital del Maestro in San Juan; the Primary Care Psychology Program’s multiple locations across the Island; Damas Hospital in Ponce; Ponce Center for Autism (CEPA); and San Lucas Hospital in Ponce. Together, they offer diverse experiences with a common denominator of excellence in training and supervision.

Established as a consortium in July 2014, the PIC attained APPIC membership as a Consortium program and also submitted its accreditation self-study to the American Psychological Association (APA). The PIC attained full, 7-year accreditation effective March 2015. Information about the accreditation status of the PIC is available from the Commission on Accreditation of the APA at (202) 336-5979. Individual members of the PIC are not APA accredited independently as psychology internships and therefore do not advertise themselves as such.

We invite you to consider our program and to contact us with any questions you might have in order to assist you with your application decision.

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PHSU PSYCHOLOGY INTERNSHIP CONSORTIUM (PIC)

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INTERNSHIP SITES



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## MODEL AND PHILOSOPHY

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### Model of Training

Developing highly competent, ethical professionals who are capable of providing clinical services in diverse contexts is the focus of the PIC. Nonetheless, we view scholarly inquiry as critical to the integrity of clinical practice and both, scholarship and practice, as mutually informing. Therefore, we adhere to a *practitioner-scholar* model of training. All our training is informed by the scientific literature, which in turn enables interns to receive training in evidenced-based treatments. Interns are encouraged to think through clinical problems using a scientifically-minded, evidence-based approach. More specifically, interns are encouraged to apply scientific methodology to their clinical thinking and this is expressed in their critical evaluation of clinical interactions, their integration of available information toward hypothesis development or conceptualization, and their hypothesis testing in clinical practice.

Consistent with this philosophy, interns are encouraged to develop their reflective skills and to generate and test hypotheses in their clinical work within the frame of Evidence- Based Practices. Consistent with its mission to develop diversity-sensitive Health Services Psychologists who will be prepared to assume multiple roles in diverse clinical, academic and professional settings, the Consortium provides training based upon a *biopsychosocial/systemic model*. Within this orientation, supervisors and faculty emphasize a variety of treatment frameworks and modalities, mostly those that adhere to Evidence Based Practices. These modalities include Cognitive Therapy, various Cognitive-behavioral Therapy modalities including Dialectical Behavior Therapy, Systemic and Postmodern approaches, a range of sensory and systemic treatment approaches for autism and Primary Care Behavior Health (PCBH) principles in health psychology.

The PIC training program is built upon the following guiding principles:

- Application of Evidence-Based practices appropriate to the sociocultural circumstances of those we serve
- Ethical practice
- Respect for all forms of diversity
- Continuous development of professional identity and character

## MODEL AND PHILOSOPHY

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### Training Approach

The Consortium's training approach is highly experiential as it provides intensive and systematic training in the application of psychological principles to a range of clinical presentations. This promotes the development of competencies in therapeutic intervention, systematic observation of behavior, and psychological assessment. Additionally, the training provides opportunities for interns to observe and collaborate with clinical supervisors, further promoting efforts to integrate conceptual knowledge and skills as clinical competencies develop.

The program emphasizes the integration of the intern's didactic learning and prior graduate training with the practical knowledge and skills of the developing Health Service Psychologist.

### Goals and objectives of training and how these are evaluated

The main goals of the PIC training program are:

1. To prepare Health Service Psychologists to be able to competently integrate the knowledge, skills, attitudes, and values that serve as the foundation of clinical practice through the provision of a broad-based training experience. This goal is attained through development of the following objectives and competencies:
  - The intern will develop/consolidate reflective practice-self-assessment competencies as evidenced by his/her professional conduct, lifelong learning commitment, engagement in scholarly work, and critical thinking.
  - The intern will develop/consolidate scientific mindedness and apply scientific and evidence-based methodology in their clinical practice.
  - The intern will develop/consolidate the personal and professional characteristics that enable the formation and maintenance of professional relationships with clients, colleagues, supervisors, faculty, multidisciplinary healthcare team professionals, and community members.

- The intern will develop/consolidate the capacity to successfully manage complex ethical reasoning and decision making in their clinical practice.
  - The intern will develop/consolidate awareness, attitudes of respect, and appropriate responses regarding all dimensions of diversity (e.g. gender, socioeconomic status, affective orientation, ethnicity, physical and mental capacities, religion, spirituality, and age) in their clinical practice.
  - The intern will develop/consolidate the ability to recognize and engage in opportunities for effective collaboration with other professionals toward shared goals.
2. To prepare Health Service Psychologists for the ethical delivery of evidence-based psychological services in diverse clinical situations through the provision of a wide variety of sequential, organized, and supervised training experiences. This goal is attained through development of the following objectives and competencies:
- The intern will develop/consolidate understanding and solid command of clinical assessment, diagnosis and case conceptualization adapted to particular populations and/or problems.
  - The intern will develop/consolidate the skills and knowledge to appropriately select and execute evidence-based psychological interventions as well as to document and evaluate therapeutic progress accurately.
  - The intern will develop/consolidate the knowledge to articulate, implement, and evaluate consultation services/ interventions applying a variety of intervention models.
  - The intern will develop/consolidate the ability to evaluate and apply current research to their clinical practice and exercise command of different methods of scientific inquiry in clinical settings
  - The intern will develop/consolidate the ability to utilize appropriate supervisory and teaching strategies/skills in enhancing the professional functioning of 1<sup>st</sup> and 2<sup>nd</sup> years Clinical Psychology graduate students who are beginning to acquire basic clinical skills.
  - The intern will be able to develop and/or consolidate

administrative skills and will learn to apply a variety of models appropriate to lead the delivery of professional services.

- The training program aims for interns to develop competencies to the point where they are judged by their supervisors to appropriately use and display these skills and display an advanced level of competence all of the time.
- Throughout the training year, interns receive frequent and specific feedback on their competency development. This promotes a timely, proactive and collaborative manner of helping the intern build the skills required for entry into the profession. Therefore, all interns are evaluated at 5 different times during the year using the same instruments in all sites of the Consortium. These instruments are matched to the competencies contained within the training objectives. Likewise, interns have the opportunity to provide feedback as to their supervisors' ability to help them develop the necessary competencies and as to the program's ability to help them attain the main goals as described above.

### Overview of Consortium Training Experiences

The PIC offers the following training experiences. The inclusion of these experiences is consistent with the vision of a pre-doctoral internship training that coherently integrates developmental and functional aspects of human behavior from a biopsychosocial perspective. To this end, the Consortium is designed as a **generalist training** with opportunities to obtain focused training in health psychology, neurocognitive rehabilitation, developmental disorders, and primary care through various electives:

1. **Required generalist training:** All interns must complete a minimum of 6 months of their year in generalist training. Consortium sites that meet this requirement include:
  - a. **Outpatient Behavioral Health at the Center for Psychological Services/PHSU Wellness Center (CPS/Wellness):** In this site interns may complete their full year or the mandatory 6 months if they choose one of the electives listed below. The CPS/Wellness is the PIC's home site and where all Consortium-wide activities, weekly staff meetings, and monthly case presentations take place. Settings for this option include the PsyD/PhD programs' own training clinic, the Center for Psychological Services (CPS), and the PHSU Outpatient Community



Through the Hospital's Clinical Psychology Services Program (CPSP), psychology interns have the opportunity to work with patients who will be undergoing cardiovascular interventions, cognitively compromised patients, and patients from the various units of the hospital. Also, the program has established a system of standing orders for evaluation of all patients admitted to critical care units (ICU and Cardiac ICU), and for all patients admitted to Ob/Gyn and the Skilled Nursing Facility.

- b. **Clinical Psychology Services Program (CPSP) at Damas Hospital-Neurocognitive Rehabilitation Program:** This is a 6-month long, full time elective. The CPSP provides services to the Hospital's Neurocognitive Rehabilitation Program, which serves a primarily adult patient population who present medical conditions including cerebrovascular accidents, traumatic brain injuries, and amputations. This is the first and only training experience in Puerto Rico for psychology interns where they work at the inpatient level in a neurocognitive rehabilitation unit and where there are standing orders to screen neurocognitive deficits for all patients who are admitted to the unit. Additionally, interns are able to work with patients pre-surgery in the OR in order to reduce patients' anxiety and provide psychoeducation concerning surgical procedures.
  
- c. **The Ponce Center for Autism (CEPA):** Interns who choose to pursue training in this area spend 2.5 days per week at CEPA throughout the internship year. The remainder of the week these interns are at the CPS/Wellness mandatory generalist setting. In this way, these interns meet the requirement of a minimum of 50% of their total internship time in a generalist training experience. CEPA follows a biopsychosocial developmental approach. Healthcare services are addressed from an interdisciplinary approach. All functional developmental areas, physical, social, emotional, cognitive, behavioral, communication, adaptive, sensory processing and modulation are addressed in an integrative approach. Services are family-centered, culturally competent and based on scientific evidence.
  
- d. **The San Lucas Hospital (SLH) Integrated Pediatric Care Program:** Interns spend 20 hours per week in this elective (50% of their internship time) and the remaining of the total 40 hours per week at the required

generalist training at the CPS/Wellness. The SLH is a medical institution that serves the greater municipality of Ponce, Puerto Rico's second largest city and other towns in southwestern Puerto Rico. It is a teaching hospital affiliate of the PHSU. In response to the rapid development of integrated care in pediatrics, the hospital has incorporated into its services psychological and prevention services based on an integrated care model with a biopsychosocial and family-systems orientation. At the center of these services is the hospital's training of PHSU Clinical Psychology students to become professionals and develop research in the area of pediatric health psychology.

## The Training Program

### General approach

Consistent with the program's practitioner-scholar philosophy and its biopsychosocial, evidence-based orientation, each component of the Consortium encourages a balance between clinical training and scholarship in the application of assessment and intervention techniques. Likewise, the diversity of settings and populations that interns may work with reflect the biopsychosocial orientation where the development of advanced levels of proficiency working within complex systems is supported. The structure of the internship program and its diversity of experiences serve to meet the PIC major training goals:

1. Promote that interns competently integrate the knowledge, skills, attitudes, and values that serve as the foundation of clinical practice through the provision of a broad-based training experience.
2. Preparing Health Service Psychologists for the ethical delivery of evidence-based psychological services in diverse clinical situations through the provision of a wide variety of sequential, organized, and supervised training experiences.

Candidates for PIC positions apply using the AAPI and designating the PIC programs for which they wish to be considered in their applications. The Consortium Training sub-committee evaluates each application and determines the programs where applicants will be invited for interviews. Interviews are in-person and are conducted in both, group and individual formats. Following the interviews, the

Consortium Training sub-committee determines ranks for each of the PIC programs and submits the ranks to the APPIC Match.

In keeping with the need to provide training that is sequential and graded in complexity, once a candidate matches to a PIC program his or her training needs are carefully considered on an individual basis. Collaborative self-assessment of competencies and training needs is performed during the first month of internship in all programs in order to ensure that training and supervision are responsive to the intern's training needs and goals. In all cases and settings, however, regardless of an intern's incoming background, supervision is closer and more detailed at the beginning of the experience and is expected to progress towards the expectation of increased autonomy as the training experience develops.

### **Supervision**

In all training sites of the PIC, interns are provided 4 hours of weekly supervision of which 2 hours must be individual and 2 hours in a group format. Supervisors may determine that an intern requires additional or closer supervision in a given context and are expected to make the necessary arrangements to meet such training needs. Each site strives to provide interns at least 2 different supervisors in order to facilitate interns' exposure to a diversity of perspectives. Additionally, live and direct observation supervision are provided on a regular basis.

### **Didactic trainings**

In all training sites of the PIC, interns must attend 2-hour weekly didactic training sessions on topics that are pertinent to the clinical area of the site, e.g., health psychology, autism. Each training site will provide its interns a schedule of its required didactic trainings. Additionally, interns must attend Consortium-wide didactics twice per month. These didactics address topics pertinent to all Health Service Psychologists including legal and ethical issues, diversity, technology use in professional services, career development issues, and others. Additionally, Consortium-wide didactics include the required formal case presentations by interns beginning by the end of the first semester of the training year.

### **Qualified Candidates**

Because the PHSU PIC is a program-affiliated consortium, it is open only to qualified candidates from the PHSU Clinical Psychology PsyD and PhD programs. cultural diversity of the academic programs and of the population of Puerto

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The PIC encourages applications from candidates that represent the cultural diversity of the academic programs and of the population of Puerto Rico.

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Rico. The inclusion of diverse candidates is a critical aspect of the PIC, as by its very nature the PIC incorporates a highly diverse set of clinical presentations, clients, and settings. Qualified candidates are those PHSU Clinical Psychology PsyD and PhD students who have met the following requirements at the time of application to the PIC:

1. Completion of all academic program courses and evidence of satisfactory performance consistent with the PHSU Satisfactory Academic Policy (PHSU Institutional Catalog, 2019-2020, pp. 68-72).
2. Satisfactory completion of the Comprehensive and Clinical Practice Examinations
3. Completion of total required practicum hours (1100 minimum) as follows:
  - a. Two (2) hours per week for 25 weeks of the first and second semester of the first year attending PSY 581/582 for a total of 50 hours per semester.
  - b. Two (2) hours each week of the first and second semester of the second year attending didactic sessions (Psy 683 / 685) and 8 hours per week of direct clinical contact during 25 weeks for a total of 250 hours semester.
  - c. Two (2) hours each week of the first and second semester of the second year attending didactic sessions (Psy 786 / 787) and 8 hours per week of direct clinical contact during 25 weeks for a total of 250 hours semester.
4. Completion of a minimum 4 comprehensive assessment batteries.
5. Approval of the dissertation proposal.

## Internship Admissions, Support, and Initial Placement Data

### Internship Program Admissions

Date Program Tables updates as of July 1, 2020

The PHSU PIC is a practitioner-scholar internship program in Health Service Psychology framed within a biopsychosocial perspective. It is a generalist program that also provides meaningful elective experiences in health psychology, primary care, autism and developmental clinical issues, and severe personality disorders. Suitable candidates for the PIC should have completed all of their required and elective academic courses, have a minimum of 1100 hours of practicum experience, evidence of having completed a minimum of 4 testing batteries outside those required for coursework, and have an approved dissertation proposal. Coursework and/or practicum experiences in psychoeducational assessment, health psychology, and Dialectic Behavior Therapy are highly valued. Candidates for internship submit their applications via APPIC (AAPI), are interviewed in both, individual and group formats, enter the APPIC match.

<b>Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:</b>			
Total Direct Contact Intervention Hours	No	Yes	Amount: 1100 minimum
Total Direct Contact Assessment Hours	No	Yes	N/A

**Note: As an exclusively affiliated internship program, the PIC considers applications only from PHSU's Clinical programs students.**

### Financial and Other Benefit Support for Upcoming Training Year\*

Annual Stipend/Salary for Full-time Interns	15,000.00	
Annual Stipend/Salary for Half-time Interns	7,500.00	
Program provides access to medical insurance for intern?	YES	
<b>If access to medical insurance is provided:</b>		
Trainee contribution to cost required?	YES	
Coverage of family member(s) available?	YES	
Coverage of legally married partner available?	YES	
Coverage of domestic partner available?		NO
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	please see other benefits	
Hours of Annual Paid Sick Leave	please see other benefits	
leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	YES	

### Internship Program Admissions

Date Program Tables are updated:

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:

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Other Benefits: As registered students, PIC interns have access to the PHSU holiday and vacation periods stated in the institution's academic calendar. In addition, they are granted an additional 4 days of vacation.

### Initial Post-Internship Positions

	2016-2019	
Total # of interns who were in the 3 cohorts	69	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	35	
	<b>PD=14</b>	<b>EP=15</b>
Community mental health center	2	2
Federally qualified health center	3	4
Independent primary care facility/clinic	2	NA
University counseling center	NA	NA
Veterans Affairs medical center	NA	NA
Military health center	NA	NA
Academic health center	1	1
Other medical center or hospital	4	NA
Psychiatric hospital	NA	NA
Academic university/department	2	6
Community college or other teaching setting	NA	NA
Independent research institution	NA	1
Correctional facility	NA	NA
School district/system	NA	NA
Independent practice setting	NA	1
Not currently employed	NA	NA
Changed to another field	NA	NA
Other	NA	NA
Unknown=5	NA	NA

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.

### Application Process

The PHSU PIC fully complies with all APPIC internship application and Match policies and utilizes the AAPI application.

***Application deadline is December 1<sup>st</sup>. The internship year begins July 1st and ends June 30th of the following year.***

***The PHSU PIC strictly observes APPIC policies at all stages of the application process. Therefore, the PIC does not solicit, accept, or utilize any information that may influence its ranking decisions.***

In order to be reviewed by the Consortium Training sub-committee, all applications must be complete. A complete application package includes:

- The AAPI submitted online within the stated deadline
- CV and cover letter that indicates interest in training experiences or electives
- Academic transcript submitted according to APPIC instructions
- Verification by the DCT
- Three letters of recommendation
- Supplemental materials per APPIC norms: One testing battery report and one case write-up.

Applications are also reviewed as to the amount of experience candidates have had with the interventions and approaches they are likely to employ at the PIC; their stated interest in the training experiences offered and populations served in the PIC; supervised clinical practicum experiences in 3 to 4 settings with a minimum length of placement of one semester in at least 3 different settings; variety of clinical presentations, conditions, age groups, and populations seen in practicum; and evidence of ability to integrate theory and practice as reflected in case write-up or battery.

### Internship Interviews

The PHSU PIC conducts in-person interviews by invitation only. Candidates are notified of their interview during the third week of December and interviews take place between January 10<sup>th</sup> and 24<sup>th</sup>, in advance of the ROLIC deadline for the Match.

All candidates participate in group and individual interviews. The PIC director provides orientation on the interview process to all candidates in advance of the interview period in January. Interviews are conducted by teams of either

2 PIC faculty members or one PIC faculty member and one current intern. To the extent possible, candidates are interviewed by faculty from the PIC training experiences in which they are interested.

### Stipends, Health Insurance and Other Benefits

Internship stipends in the PIC at \$15,000 per year. Interns have 4 vacation days in addition to the PHSU approved holidays per year, except for interns who match to the PCPP, who are paid at a higher rate in compliance with a HRSA grant that supports PCPP stipends. Interns may purchase health insurance.

Additionally, interns are authorized weekly dissertation time as described in the PIC Internship Manual.

Opportunities for intern contact: Interns have their own group email address, which they use to communicate on internship related issues and to promote socialization opportunities. The home facility, CPS/Wellness, has a work and meeting area for interns that is often a meeting point for both work and informal interactions. When interns who are outside of the CPS/Wellness setting attend training activities at the home facility, they traditionally join other interns who are primarily at CPS/Wellness in this area. Additionally, through the leadership of the Chief Intern and intern representatives to the Consortium Committee, interns develop and carry out a variety of activities, “Our time,” directed at promoting self-care, stress reduction, and supportive, health-enhancing activities and interactions. This initiative is supported and encouraged by the Consortium faculty.

### NON-DISCRIMINATION POLICIES

In addition to its own non-discrimination policy, the PHSU PIC abides by all PHSU policies on non-discrimination as follows:

#### PIC Policy on Cultural and Socioeconomic Diversity

The PHSU-PIC program intends to prepare psychologists for practice in different cultural contexts. In the context of Puerto Rico, diversity is reflected on the many ethnic backgrounds that compose our culture, the varied manifestations of affection and love, and the difference in access to resources in our community. Exposure to patients from different socioeconomic backgrounds is expected from all interns. However, exposure to

patients from different ethnic backgrounds might not be a frequent experience during a particular year due to the ethnic homogeneity of the community the program serves. Nonetheless, most interns will work with persons who have had migratory experiences and who have multiple experiences of oppression and disenfranchisement.

Discrimination and oppression manifest in the context of Puerto Rico in ways that are both, similar and different from USA. A predominant manifestation of oppression is the variation in access to fundamental resources such as education and health. Discrimination also manifests through racism, sexism, ableism, and heterosexism.

The PHSU-PIC is committed to promote culturally competent services respectful of all manifestations of diversity in our students, clients, and staff.

(Source: PHSU Psychology Internship Consortium Manual, 2018-19, P. 22)

### *PHSU Equal Educational Opportunity Policy*

The Ponce Health Sciences University (PHSU) offers equal opportunity to all members of its faculty and staff and to all applicants for employment without regards to race, age, color, creed, sex, national origin, or physical impediments. Applications for admission are considered on the basis of each applicant's qualifications without regard to race, age, color, creed, sex, national origin, or physical handicaps. Students, faculty, and staff are assured participation in the educational programs and in the use of the School facilities without discrimination. The School accepts letters (regular mail, facsimile or electronic mail) of recommendation on behalf of any candidate for admission, but regrets that it cannot accept phone calls in relation to any applicant without exception.

(Source: PHSU Institutional Catalog 2017-2020, Rev. 2017, p.ii)

### *PHSU Nondiscrimination Policy*

The Ponce Health Sciences University (PHSU), as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the School prohibits and will not engage in discrimination or harassment on the basis of

race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, political affiliation, disability, or status of veteran. Further, the School will continue to take affirmative steps to support and advance its values consistent with the PHSU mission. This policy applies to admission, students, employment, and access to and treatment in PHSU programs and activities. This is a commitment made by the PHSU and is in accordance with federal, state and/or local laws and regulations.

*For information on PHSU equal opportunity and complaint/grievance procedures, please contact the Dean of Students at 787- 840-2575.*

(Source: PHSU Institutional Catalog 2017-2020, rev. 2017, p.43).

### Contact Information

Interested candidates may obtain additional information by contacting

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Consortium Director

[Mgarrido@psm.edu](mailto:Mgarrido@psm.edu)

Nydia M. Cappas, Psy.D.

Associate Director

[ncappas@psm.edu](mailto:ncappas@psm.edu)

Candidates may also reach the Director and Associate Director by calling the PHSU Clinical Psychology Programs at 787-840-2575 x2288.

## PIC TRAINING EXPERIENCES: DETAILED DESCRIPTIONS

Please refer to section V above for general descriptions of the PIC training experiences.

Details on the training provided for each experience follow below:

### 1. REQUIRED GENERALIST ORIENTED TRAINING

#### a. Outpatient Behavioral Health CPS/Wellness

**Experience overview:** In this setting, interns who wish generalist training throughout their internship may remain the entire internship year on a full time basis. Those interns who wish to complete one of the available electives, spend 50% of their time (6 calendar months) in this setting. Interns who choose the CPS/Wellness for their mandatory generalist rotation spend a minimum 15 hours per week providing psychotherapy to children, adolescents, families and adults as well as a range of evaluation services (cognitive, psychoeducational, neuropsychological, and psychodiagnostic). Interns work with family systems-based, behavior management and cognitive behavioral approaches in this setting and are expected to complete a minimum of 8 full testing batteries during the internship year. Interns with the appropriate coursework and background may dedicate part of their weekly time to the Dialectic Behavior Therapy adjunct training experience offered at the CPS. This training consists of an adaptation to the local population of the training principles of Marsha Linehan and encompasses the group and individual long term treatment aspects as well as the crisis intervention and process group aspects that characterize the approach. This training experience ensures meaningful exposure to long term psychotherapy work with adolescents and adults with personality disorders and emotion regulation difficulties. Additionally, interns have access to case discussions and clinical consultations with the Psychiatry Residency, which is also located at the Wellness Center.

**Didactic seminars and supervision:** Interns participate in mandatory weekly didactic trainings (2hrs) and receive a minimum of 2 hours of weekly individual supervision. To complete the 4 hour minimum requirement, interns also receive 2 hours per week of group supervision. At the CPS/Wellness, group supervision focuses on the area of evaluation and assessment. This has been designed with

the purpose of providing a structured yet rich learning environment where interns discuss assessment findings and their integration with a supervisor and their peers. This format has been designed acknowledging that training in this area must be of a sequential nature and graded in complexity. Therefore, at the beginning of the internship year, individual attention is provided to each intern in the group in order to identify their level of testing administration and interpretation proficiency at the outset. All supervision is conducted by doctoral-level licensed psychologists. There are 17 licensed supervisors available in this training. Interns are also expected to provide an in-depth case presentation at least once during their internship year as part of the Consortium-wide activities calendar. Additionally, these interns participate in Consortium-wide staff meetings and didactics at least on a monthly basis.

**Opportunities to supervise and teach:** Each intern is expected to provide weekly supervision to a practicum student in a vertical-team format by following a specified set of supervisory roles. In turn, both the intern and the practicum student are under the supervision of a common supervisor to both for a minimum of one semester of the internship. Specifically, the intern's own individual supervision includes discussion of the process of supervising the assigned practicum student. In order to develop teaching competencies, interns may elect to serve as Teaching Assistants (TA's) in formal program courses.

#### **b. General Outpatient Training at the Diagnostic and Treatment Center of the Puerto Rico Teachers Association (DTC-HM)**

**Experience overview:** The main experiences within this training take place in the outpatient clinic of the Puerto Rico Teachers Association and in the medical units of Hospital del Maestro, where interns are regularly called for consults. Interns provide a minimum of 20 hours per week in direct patient care services. In these settings interns provide therapy services, screenings and consultations for patients in the interdisciplinary teams of the Diabetes, Cardiology and Hypertension, Gynecology and Obesity clinics. In addition to the two main settings within HM where interns obtain clinical experiences, there are other outpatient and inpatient areas where interns regularly collaborate with the Obesity clinic, from which they receive referrals for evaluations of patients who are being considered for bariatric surgery. Additionally, referrals for neuropsychological evaluations are regularly generated by neurologists who serve the outpatient clinic. This further ensures exposure to a diversity of clients and to interdisciplinary work. Interns are expected to complete a minimum of 4 comprehensive psychological evaluation batteries during their training year. They also complete screenings for all patients employing measures such as the Patient Health Questionnaire (PHQ) and the Generalized Anxiety Disorder-7 (GAD7), both in their Spanish versions.

Additionally, as part of their consults they employ measures that assess symptomatology for individuals with other medical conditions including diabetes, cancer and obesity. These are specified in the didactic trainings schedule that corresponds to this generalist training.

**Didactics and supervision:** Interns participate in mandatory weekly didactic trainings (2hrs) and receive a minimum of 2 hours of weekly individual supervision. One hour is dedicated to therapy supervision with a therapy supervisor and one hour dedicated to testing and assessment supervision with an assessment supervisor. To complete the 4-hour minimum requirement, interns also receive 2 hours per week of group supervision where they discuss and receive feedback on diagnosis and treatment planning for their cases. All supervision is conducted by 2 doctoral-level licensed psychologists. They are also expected to provide an in-depth, public case presentation once per month. All of these interns participate in Consortium-wide staff meetings and didactics twice per month.

**Opportunities to supervise and teach:** Interns in this setting work with practicum students who provide screenings in the medical units of the hospital. They supervise students around interviewing techniques, appropriate documentation, and discuss diagnostic considerations as appropriate and in consultation with their supervisor.

### c. Primary Care Psychology Program

**Experience overview:** The Primary Care Psychology program (PCPP) has more than 10 years training and providing behavioral health services in health settings. PCPP has sixteen internship positions available. Interns who select this generalist option will be placed either on Immunology Clinics (IC) or Federally Qualified Health Centers (“FQHC / 330” Centers) across the Island. Interns placed at (IC) will have the opportunity to provide behavioral health services including, psychotherapeutic interventions, behavioral health screening, assessment, psychoeducational, and consultation services for people living with HIV and AIDS (PLWHA) within an integrated multidisciplinary team. Interns placed at FQHC’s will have the opportunity to provide a behavioral health services including, psychotherapeutic interventions, behavioral health screening, assessment, psychoeducational, and consultation services for a general population

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(from pediatrics to geriatric patients) with health-related issues. Both groups of interns will receive advanced trainings focusing in primary care behavioral health, and substance misuse. Interns will acquire experience in teamwork, integration, case discussion and intervention planning alongside a wide variety of primary care health providers. Group supervision will be provided by the PCPP multidisciplinary team (family medicine, nursing, social work, psychology, and public health) that will help students conceptualize their cases and best address their issues through a biopsychosocial approach. Finally, interns will have the chance to acquire consultation and administrative experience regarding ways to improve our health system, having the opportunity to improve in leadership and administrative skills.

Students interested in primary care psychology are encouraged to contact Ms. Darialis Torres, PCPP Administrative Assistant ([dtorres@psm.edu](mailto:dtorres@psm.edu)) for a brochure that provides more detailed information about the training offered in this program and its settings.

**Didactics and supervision:** Interns receive a minimum of two hours of individual supervision per week by a doctoral-level licensed psychologist. They also participate in group supervision. Interns have meaningful contact with the multidisciplinary staff of the clinic, with whom they are expected to communicate in order to ensure the appropriate coordination of services. Interns in this training are expected to make case presentations to the supervisory staff (2 hours/month) and receive didactic trainings at the PCPP and at CPS/Wellness. The program is staffed by 4 doctoral-level licensed psychologists who are responsible for intern supervision. These interns will participate in mandatory Consortium-wide staff meetings and didactic activities at least once per month.

## ELECTIVES

### a. Clinical Psychology Services Program (CPSP) at Damas Hospital-- Health Psychology Training

**Experience overview:** Interns work primarily with an adult population in the general medical floors, with Ob-Gyn patients including new teenage mothers, and at the Emergency Room. They are expected to spend a minimum of 15 hours per week in direct patient contact providing initial screenings and short-term psychotherapy in addition to performing consultations, evaluations, participating in didactic trainings and receiving supervision.

Interns are expected to spend approximately 15 to 20 hours per week providing therapy primarily in an individual modality. The evidence-based approaches utilized include Cognitive-Behavioral Therapy, Behavioral Medicine health-related behavior modification, and solution-focused behavioral medicine for emergencies and crisis interventions. As appropriate, insight-oriented approaches are also employed. Additionally, interns provide intervention services and support for



families of patients who experience suicidal crises. Interns are expected to spend between 4 and 6 hours per week providing services in the Emergency Room.

Contact with patients' families, collateral support, and patient management training are expected to occupy approximately 10 hours of interns' weekly schedules. These services are offered within a systemic orientation that considers the critical importance of family systems and community supports in the sociocultural context of Puerto Rico.

As part of their clinical experience, interns perform psychological evaluations appropriate to the health psychology context and the hospital setting. This experience includes a standardized assessment to all patients admitted to Cardiovascular Surgery Unit, Ob/Gyn Unit, and Critical Care Units, as well as Skilled Nursing Facilities Unit (SNFU). In this setting, the psychological assessment consists of a clinical interview, the use of the Beck Scales, the Minimal status examination, and MINI Psychiatric screening. Specifically, SNFU' patients require special test batteries for evaluating cognitive functioning. Other scales, such as the Millon Behavioral Medicine Diagnostic are used as needed. Interns are required to submit a minimum of 5 reports that integrate the findings of the assessment instruments utilized with the clinical evaluation of the patient.

**Didactics and supervision:** The program provides a weekly two-hour seminar where practicum students and interns, under the coordination of program of health psychology in a hospital setting. Topics such as suicidal and self-injuring patients, somatoform disorders, fundamentals of behavioral medicine, and the integration of medicine and psychology, are among the topics included in these seminars. In these seminars, interns are responsible for initiating and conducting discussions that integrate the topics covered with the clinical case presented.

Interns receive supervision in a variety of contexts and modalities. They receive 2 hours of formally scheduled individual supervision per week from their on-site supervisor (a licensed doctoral level psychologist) and also receive 2 hours of group supervision per week, where they make an in-depth case presentation to the supervisor and the other interns. Above and beyond the formally scheduled required supervision, supervisory contact takes place on an informal basis every day given the specific demands and dynamics of the hospital setting. In addition, interns are expected to participate in multidisciplinary staff meetings particularly when a patient is transferred to another service within the hospital, such as the Skilled Nursing Unit (SNFU).

The SNFU team includes members of Internal Medicine Department, Rehabilitation Unit, Nurses, and Social Workers. Often, a family member or caregiver attends the multidisciplinary meeting, resulting in a highly productive case management experience. These interns must attend Consortium-wide staff meetings and monthly didactic activities.

**Opportunities to supervise and teach:** Interns also have the opportunity to develop their own supervisory and mentoring skills by assisting practicum level students with differential diagnoses, report and note writing, and treatment planning. Interns in turn receive supervision of their own supervisory activities with practicum students from their main supervisor, who also supervises the practicum student.

**b. Clinical Psychology Services Program (CPSP) at Damas Hospital--  
Neurocognitive Rehabilitation Program**

**Experience overview:** Interns are expected to spend approximately 15 hours per week providing direct clinical services, of which 70% should include cognitive rehabilitation and remediation interventions. Some of these include SIPA (Self Instructional Pay Attention), CPAT (Computerized Program Attention Training), MBAT (Mindfulness Based Attention Training) SRT (Spaced Retrieval Training for Memory), PROMPT (Prospective Memory Process Training), and Errorless Training.

Neuropsychological assessments are also performed as indicated. Approximately 20% of the weekly time is dedicated to group interventions for pain management. Pain management related interventions include psychoeducation groups about pain perception and Guided Relaxation Training to enhance pain management. The remaining 10% is dedicated to family training and support for post-discharge home-based rehabilitation activities. Interns are also trained in crisis intervention and receive formal training in managing suicidal, aggressive, and hostile patients.

Additionally, interns spend at least 10 hours per week performing neuropsychological batteries, neurological screenings, pre-discharge functional assessments, and cognitive testing. Generally, interns work on two extended neuropsychological evaluations per week. These evaluations include the Mini Mental Status Examination; Neurological Screening; the Beck Depression and Anxiety Inventories; Blessed Dementia Scale (Spanish translation); COGNISTAT; the Controlled Oral Word Association Test; the Fist-Side-Palm Test; the Grooved Pegboard Test; Hand Dynamometer; the Hooper Visual Organization Test; the Montreal Cognitive Assessment; the Neurobehavioral Functioning Inventory (Family form); the Ponton-Satz Boston Naming Test; the Rey Complex Figure Tests and Recognition Trial; the Stroop

Color-Word Test; the Dot Counting Test; Trail Making Test A and B; the Wechsler Adult Intelligence Scale-III (Spanish, EIWA-III); the Wechsler Memory Scale-III; the WHO-UCLA Auditory Verbal Learning Test (Spanish translation); the Wisconsin Card Sorting Test; and the Woodcock Muñoz Achievement Battery. Additionally, all patients are screened with instruments including the Mini Mental, MOCA, BDI, BAI, and BLESSED Dementia Rating Scale. Interns also administer pre-discharge assessments in order to promote ongoing implementation of rehabilitative techniques.

**Didactics and supervision:** The program provides a mandatory weekly two-hour seminar. Interns receive extensive supervision in a variety of contexts and modalities. They receive a minimum of 2 hours of formally scheduled individual supervision per week from their on-site supervisor and also receive 2 hours of group supervision per week, where they make an in-depth case presentation to the supervisor and the other intern. Supervisory contact above and beyond the scheduled supervision takes place on an informal basis every day given the specific demands and dynamics of the hospital setting. In addition, interns are expected to participate and provide their input in multidisciplinary staff meetings 1 hour per week. The staff includes physical, occupational, and speech therapists, a physiatrist, the unit chief physician, social worker, service coordinator and nurses. These interns must attend Consortium-wide staff meetings and monthly didactic activities.

**Opportunities to supervise and teach:** Interns also have the opportunity to develop their own supervisory and mentoring skills by assisting practicum level students with how to assess and discriminate neurocognitive disorders and medical complications. Interns in turn receive supervision of their own supervisory activities with practicum students from their main supervisor, who also supervises the practicum student. On average, interns spend 2 hours per week in these activities.

**Scholarly inquiry and activities:** Interns spend approximately 1 hour per week reviewing relevant literature, comparing published patient's profiles with their own cases and collecting biographical and clinical data from the unit's patients for further site research. Interns at the Clinical Psychology Services and Neurocognitive Rehabilitation Unit at Damas Hospital may also present and participate in the Damas Hospital Annual Scientific Meeting & Symposium where physicians, medical residents and researchers present on a wide range of subjects related to the care of medically compromised patients and latest research in the field of medicine.

### c. The Ponce Center for Autism (CEPA)

**Experience overview:** CEPA has developed a Health Service Psychology training Program in collaboration with the PHSU Clinical Psychology Programs. Three internship positions are available in this setting. Interns complete 20 hours of clinical work per week. There are expected to complete a minimum of 13 hours per week in face-to-face patient contact which include a wide range of clinical activities:

1. Psychotherapy: Individual (10 hrs/week of Developmental Individual Differences and Relationship- Based Model or DIR; Applied Behavioral Analysis or ABA; Social Skills Training, Executive Functions Training; Sensory Integration Model); family and couples therapy (support around the child's condition, coping with the child's disability, psychoeducation, CBT approaches to manage distress, consultation around behavior modification, and home-based techniques) and group modalities (2 hrs, Social Skills training, ABA approaches).
2. Psychological assessment (individually and as part of an interdisciplinary team): Developmental, cognitive, personality, psychoeducational, and neuropsychological, psychodiagnostic (especially as related to ASD and developmental disorders) and family functioning as well as report preparation and delivery. Minimum of 5 full batteries including neuropsychological testing.
3. Consultation with collaterals: Relatives, schools, courts, medical staff and other relevant individuals.

**Didactics and supervision:** The internship program includes didactic experiences that focus on the acquisition and consolidation of theory and clinical models to guide specific assessment procedures and interventions within the framework of Evidence- Based Practice (EBP) for children with ASD and other developmental disorders and their families. Three-hour advanced training sessions are held weekly throughout the internship year, provided by the center's staff and specialized guest speakers. Students also participate in weekly interdisciplinary case discussions every Friday. In addition, they participate in monthly group discussions of scientific articles related to ASD, other developmental disorders, and other related topics as identified by the team. One hour per week is dedicated to topics specific to ASD including

intervention techniques, family issues, legal issues, and interactive programs to demonstrate administration of test instruments specific to these disorders.

Interns receive a minimum of two hours per week of formally scheduled individual supervision, of which 1 hour is dedicated to supervision of therapy cases and one hour to testing supervision. Three licensed, doctoral level supervisors provide the required supervision. Interns and supervisors can also be co-therapists in specific cases, which afford interns additional modeling of therapeutic interventions. There is also a two-hour group supervision session per week, where interns must present new cases after the initial interview and receive multidisciplinary input prior to formally initiating treatment. During these sessions, interns also have the opportunity to obtain feedback on cases that present treatment and/or management challenges. These interns must attend consortium-wide staff meetings and monthly didactic activities.

**Opportunities to supervise and teach:** Interns also have the opportunity to develop their own supervisory and mentoring skills by participating as co-therapists with practicum level students. Interns typically coach these students in the use of DIR and ABA techniques and provide support and modeling with challenging cases. Interns typically spend between 3-5 hours per week in this role. Interns' work with practicum students is supervised by their main supervisor, who is also a supervisor for the practicum student.

**Research:** Interns have been involved in projects including data collection with the ASD population for the standardization of the DIAL IV. On an ongoing basis, interns have available support for their dissertations as long as their topic is related to ASD and is clinically-oriented research. Support is typically in the form of facilitating access to study participants.

**Advocacy/Community outreach**—Interns participate in CEPA's community outreach activities such as health fairs, advisory boards including collaborations with local Head Start programs and the Puerto Rico Autism Alliance, currently the largest parent association in Puerto Rico. Interns have also been involved to other advocacy efforts including proposals for public policy around providing insurance coverage for autism-related clinical services and around development of a uniform evaluation protocol for autism that psychologists and other child health care providers may utilize.

#### **d. The San Lucas Hospital (SLH) Integrated Pediatric Care Program**

**Experience overview:** Interns spend a total of 20 hours per week in this elective. Interns are expected to spend a minimum of 8 hours per week in this

elective providing direct clinical therapeutic services using system-based behavior modification, cognitive-behavioral therapy and Motivational Interviewing. In most cases, therapy is provided in a family-systemic modality. Interns also discuss cases regularly with medical staff including specialists, nurses, and social workers. Joint psychologist- physician sessions are also conducted as needed. Additionally, all patients admitted to the care of the Pediatrics Residency teaching staff are screened for their developmental and/or psychological functioning with measures including the Pediatric Symptom Checklist (PSC), Early Childhood Screening Assessment (ECSA), Patient Health Questionnaire (PHQ-9 Teens), Modified Checklist for Autism in Toddlers - Revised (MCHAT-R), Ages and Stages Questionnaires (ASQ 3 & ASQ-SE), SPENCE Anxiety Scales, and others.

**Didactics and supervision:** Interns receive 1 hour of formally scheduled individual supervision per week from their on-site supervisor, a doctoral level licensed psychologist with a certification in Primary Care. Additionally, and in response to the specific dynamics of this setting, interns discuss cases with their supervisor immediately following their assessment of each case. Supervision includes live, direct-observation by supervisor as well. Because these interns spend the rest of their 40 weekly hours at the CPS/Wellness site, they receive a second hour of individual supervision weekly related to their work in at CPS/Wellness. This is in addition to their testing supervision at CPS/Wellness and to their two hours of group supervision. In this way, these interns receive the minimum required of 4 hours total of weekly supervision.

**Opportunities to supervise and teach:** Shadowing with practicum students in a variety of individual, assessment, and group interventions.

## SUCCESSFUL COMPLETION REQUIREMENTS

- 1.) Satisfy the minimum requirement of 2000 total internship hours and 500 face to face hours.
- 2.) Complete a minimum of 8 psychological assessment (testing) batteries including reports according to the specific training experience focus.
- 3.) Attend all required training programs, staff meetings, case conferences and Consortium- wide training activities and meetings.
- 4.) Obtain evaluation ratings that reflect appropriate use and display of skill in all competencies to be developed through training

5.) Demonstrate ethical behavior in all endeavors related to professional and personal behavior while at the training sites and in the community.

6.) Comply with all supervision requirements

7.) Employ the prescribed remedies described in the Grievance, Due Process and Appeal procedures in the PIC Manual and provided at the beginning of the training year to address conflicts or difficult issues with patients, staff or with supervisors.

DIRECTORS AND FACULTY

Consortium Director	Rank	Site	Areas of Interest and Expertise
<i>Maria Garrido, Psy.D</i>	Professor- Assistant Dean for Clinical Training	<i>CPS/Wellness and HM</i>	Objective Personality Evaluation, Forensic Psychology, CT and CBT therapy, Evidence- based treatments

Associate Director	Rank	Site	Areas of Interest and Expertise
<i>Nydia M. Cappas, Psy.D.</i>  Director Primary Care Psychology Program	Professor	<i>Primary Care Psychology Program clinics</i>	Program development; health psychology; poverty

Consortium Faculty CPS/Wellness	Rank	Site	Areas of Interest and Expertise
<i>Antonia Nieves, Psy.D.</i>  <i>Chief Supervisor</i>	Staff Supervisor	CPS/ Wellness	Psychotherapy supervision within Psychiatry residency, program administration
<i>Nydia Ortiz, Ph.D.</i>	Professor and Dean, SBBS	Family and Couples Therapy Certificate Program	Family and couples therapy, Narrative therapy, Supervision.

PSYCHOLOGY INTERNSHIP CONSORTIUM (PIC)

<i>Hiradith Menendez, Psy.D.</i>	Assistant Professor	CPS/Wellness (CPS coordinator)	Adult psychotherapy; severe disorders and family adjustment; mental health admin
<i>Claudia Mantaras, PhD</i>	Assistant Professor	CPS/Wellness	Adult and adolescent psychotherapy; neuropsychological evaluation
<i>Yaritza Lopez, Ph.D.</i>	Associate Professor and Assistant Dean Academic Affairs (SBBS)	CPS/ Wellness	Adult and adolescent psychopathology, severe and psychotic disorders, family and group interventions, forensic psychology
<i>Natalia Dieppa, Psy.D</i>	Staff Supervisor	CPS/Wellness	Psychotherapy; couples and family therapy
<i>Alexandra Ramos, PhD</i>	Assistant Professor	CPS/Wellness	Psychoeducational Assessment
<i>Norka Polanco, Ph.D.</i>	Assistant Professor	CPS/ Wellness	Personality disorders, DBT, Borderline personality disorder pathology; neuropsychology
<i>Efrain Rios, Psy.D.</i>	Assistant Professor	CPS/ Wellness	Adult psychotherapy; psychodynamic approaches

PSYCHOLOGY INTERNSHIP CONSORTIUM (PIC)

<i>Carlos F. Sellas,</i>	Assistant Professor	CPS/ Wellness	Individual psychotherapy; ACT and Solution-focused approaches; group therapy
<i>Oxalis Jusino, PsyD</i>	Assistant Professor	CPS/Wellness	Psychological testing supervision
<i>Monica Ortiz, PhD</i>	Staff supervisor	CPS/Wellness	Psychological and neuropsychological testing supervision
<i>Rafael Oliveras, Psy.D.</i>	Assistant Professor	CPS/Wellness	Neuropsychology; neuropsychological and comprehensive evaluations

<b>Consortium Faculty DAMAS</b>	<b>Rank</b>	<b>Site</b>	<b>Areas of Interest and Expertise</b>
<i>Javier Hernandez Psy.D.</i> <i>Chief Supervisor, Damas Hospital Neuro and Health electives</i>	Associate Professor	Damas Neurocognitive and Health	Neuropsychological assessment, neurocognitive rehabilitation, health psychology, Behavioral Medicine
<i>Julio Jimenez, M.D.</i>	Professor	Damas Health	Health psychology, cancer prevention research
<i>Axel Ramos, Ph.D.</i>	Assistant Professor	Damas Health	Health psychology; training program design and implementation
<i>Karla Martinez, PhD</i>	Assistant Professor	Damas Neuro	Neuropsychology and neuropsychological assessment
<i>Barbara Barros, PsyD</i>	Assistant Professor	Damas Health	Health and women's health psychology

Consortium Faculty Hospital del Maestro	Rank	Site	Areas of Interest and Expertise
<i>Keishalee Gomez, PhD</i>	Staff supervisor	Hospital del Maestro	Health psychology, prevention, administration
<i>Maria Garrido, Psy.D.,</i>	Professor	Hospital del Maestro	Psychological testing and comprehensive evaluations

Consortium Faculty Primary Care Psychology Program (PCPP)	Rank	Site	Areas of Interest and Expertise
<p><b><i>Nydia M. Cappas, Psy.D.</i></b></p> <p><b>Director of Outpatient Health Psychology Program</b></p>	Associate Professor	Primary Care Psych and CPS/ Wellness	Program development; health psychology; poverty
<p><i>Beatriz Cintrón, Psy.D</i></p>	Assistant Professor	Primary Care Psych	Psychotherapy, Projective Personality Assessment, Neuropsychological assessment
<p><i>Viviana Hoyos, Psy.D.</i></p>	Assistant Professor	Primary Care Psych/ CPS Wellness	Psychotherapy; health psychology; HIV; mental health administration
<p><i>Valerie Toro, Psy.D.</i></p>	Assistant Professor	Primary Care Psych/ CPS Wellness	Health psychology and interventions with PLWHIV; family and couples' therapy
<p><i>Maria Gabriela Marquez, PsyD</i></p>	Staff psychologist	PCPP	
<p><i>Yaritza Bartolomei, PhD</i></p>	Staff psychologist	PCPP-Migrantes Health Center	

PSYCHOLOGY INTERNSHIP CONSORTIUM (PIC)

<i>Sandra Rivera, PsyD</i>	Staff supervisor	PCPP–Sanos Center	Substance abuse and risk behavior prevention; CBT; forensics; psychological evaluation
<i>Grace Vinas, PsyD</i>	Staff supervisor	PCPP	Health psychology and research
<i>Omar Alicea, PhD</i>	Staff supervisor	PCPP	Health psychology; primary care; solution-focused approaches; CBT; ACT.
<i>Glenda Castro, PhD</i>	Staff supervisor	PCPP-NeoMed Center	
<i>Betsy Ruiz, PhD</i>	Staff supervisor	PCPP	
<i>Ishell Calzada, PhD</i>	Staff supervisor	PCPP-NeoMed Center	
<i>Luis Sanchez, PhD</i>	Staff supervisor	PCPP-NeoMed Center	
<i>Luis Roman, PhD</i>	Staff supervisor	PCPP-Sanos Center	

PSYCHOLOGY INTERNSHIP CONSORTIUM (PIC)

Consortium Faculty San Lucas Hospital	Rank	Site	Areas of Interest and Expertise
<p><i>Giselle Medina, Psy.D</i></p> <p><i>Chief Supervisor, San Lucas Episcopal Hospital elective</i></p>	Professor and PsyD Program Director	San Lucas Hospital	Child development, assessment of pre-schoolers.

Consortium Faculty CEPA	Rank	Site	Areas of Interest and Expertise
<p><i>Laura Deliz, Psy.D.</i></p> <p><i>Chief Supervisor, CEPA</i></p>	Visiting Assistant Professor	CEPA	Neurodevelopmental disorders, autism spectrum disorders, and learning disabilities.
<p><i>Isabel Cajigas, Ph.D.</i></p>	Visiting Assistant Professor	CEPA	Pediatric neuropsychology, neurodevelopmental disorders, autism spectrum disorders.
<p><i>Natalia Delgado, Psy.D.</i></p>	Staff Supervisor	CEPA	Neurodevelopmental disorders, learning disabilities