



Student Handbook

Ph.D. Clinical Psychology Program

Accredited by the
American Psychological Association

Introduction

The School of Behavioral and Brain Sciences (SBBS) at Ponce Health Sciences University (PHSU) began with a Clinical Psychology (PsyD) Doctoral Program in July of 1999. Since then, PHSU has been training clinical psychologists that can competently provide evidence-based interventions to diverse populations in different health and social contexts.

The PhD Clinical Psychology Program (PhD-CPP) received its first class in July of 2008. Based upon its Scientist/Practitioner model, the mission of the PhD-CPP program of Ponce Health Sciences University is to train a new generation of clinical psychologists able to contribute towards the development of the psychological and behavioral sciences in Puerto Rico, and competent to provide high quality health services to persons and communities of diverse sociocultural backgrounds and lifestyles.

Research training is a cornerstone of the program. Students may elect to train with faculty members in any of their multiple research projects. Some of the topics of interest are: psychometrics, biological bases of behavior, neuropsychology, epigenetics, family therapy, severe mental illness, HIV, primary care psychology, among others.

The PhD-CPP program graduated its first class in 2013 receiving at the same time the accreditation of the American Psychological Association for 5 years. Our next accreditation visit is in 2018. Graduates from our programs are in post doc positions or working in research, teaching, and in clinical positions on the island and in the continental United States.

This handbook provides the reader with an overview of the PhD-CPP program, including its philosophy, admissions and graduation requirements. The manual includes the program curricular sequence, course descriptions, and other important information to students and anyone interested in exploring this outstanding program.

Consider this document an important companion in your career and have it available for your reference. Welcome to your program handbook!



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Dean SBBS

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Training Model

The Ph.D. Clinical Psychology program of PHSU aims at training clinicians to approach the profession from a scientific perspective and to become competent in the production of new knowledge using scientific methods. PHSU's Ph.D. Clinical Psychology program is based on the Scientist-Practitioner model of professional psychology as articulated by the Boulder Conference of 1949 (Raimy, 1950). Further elaboration and updating of the model was accomplished through the National Conference on Scientist/Practitioner Education and Training for the Professional Practice of Psychology (Belar & Perry, 1992). The Scientist/Practitioner model aims at fostering the development of both research and clinical competencies in the training of Clinical Psychologists. Clinical Psychologists trained within the Scientist/Practitioner model use a scientific epistemology in their approach to the discipline of Psychology and guide their clinical work by the tenets of Evidence-Based Practice in Psychology (EBPP).

Psychological Research Training

PHSU Clinical Psychology programs have developed various research initiatives that provide the bases for the training of Clinical Psychologists within the Scientist/Practitioner model. Some of the most productive research projects have include stigma on HIV/AIDS patients, normalization of intelligence tests, development of new psychological tests and scales, psychosocial aspects of cancer, and research related to the biomarkers and neurobiological aspects of behavior. Program faculty frequently publish scientific articles in peer-review journals, present their work in professional conference, and submit research proposals and seek funding to support their projects.

The Ph.D. program trains students in two general areas of scientific inquiry, namely, behavioral neuroscience and clinical research. The latter includes but is not limited to areas such as health psychology, serious mental illness, depression, anxiety disorders, addictions, cultural adaptation of tests, health disparities, and test construction.

PhD Program Mission and Goals

Based upon its Scientist/Practitioner model and upon the Health Services Psychology orientation, the Clinical Psychology Ph.D. program of Ponce Health Sciences University (PHSU) is training a new generation of clinical psychologists to address the population's health issues from a scientific epistemology and interdisciplinary integration, to contribute towards the development of the psychological sciences in Puerto Rico, and to provide high quality health services to persons and communities of diverse backgrounds and lifestyles.

Program Goals

The program goals and objectives are based upon the Cube Model for competency development in professional psychology (Rodolfa, et al., 2005)

Goal #1: Prepare students to become competent clinical psychologists capable of integrating the knowledge, skills, attitudes, and values that serve as the foundation of clinical practice and capable of assuming an evidence-based scientific perspective of the profession.

Goal #2: Prepare clinical psychologists for the ethical delivery of evidence-based psychological services when assuming the contemporary roles of the profession in diverse clinical situations.

Competency-Based Program Objectives (Foundational)

| Content Area (Foundational) | Objectives |
|--|---|
| Reflective Practice-self-assessment Competencies | Program graduates will conduct themselves professionally within the boundaries of competencies, with a commitment to lifelong learning, engagement in scholarly work, critical thinking, and a commitment to the development of the profession. |
| Scientific knowledge-methods Competencies | Program graduates will demonstrate scientific mindedness and apply scientific methodology in their professional practice. |
| Relationship Competencies | Program graduates will demonstrate ability to form and 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. |
| Ethical Competencies | Program graduates will demonstrate independence and confidence in complex ethical reasoning and decision making in their clinical practice. |
| Individual- cultural Diversity Competencies | Program graduates will demonstrate awareness, attitudes of respect, and appropriate responses regarding intersecting and complex dimensions of diversity (e.g. gender, socioeconomic status, affectional orientation, ethnicity, physical and mental capacities, religion, spirituality, and age) in their professional practice. |
| Interdisciplinary Competencies | Program graduates will demonstrate ability to recognize and engage in opportunities for effective collaboration with other professionals toward shared goals and actively enhance team interdisciplinary functioning. |

Competency-Based Program Objectives (Functional)

| Content Area (Functional) | Objectives |
|---------------------------------------|--|
| Assessment & Testing Competencies | Program graduates will demonstrate understanding and solid command of clinical assessment and use of psychometric and personality tests. |
| Therapeutic Intervention Competencies | Program graduates will be able to appropriately select and implement psychological interventions and document therapeutic progress accurately. |

| | |
|--|---|
| Consultation | Program graduates will effectively articulate, implement, and evaluate consultation services/ interventions, applying a variety of intervention models appropriate for a broad range of settings. |
| Education and Supervision competencies | Program graduates will utilize appropriate supervisory and teaching strategies/skills in enhancing the professional functioning of the more junior colleagues and monitoring the quality of professional services. |
| Research Competencies | Program graduates will be able to apply current research to their clinical practice, to exercise command of different methods of scientific inquiry and to develop new knowledge on issues relevant to the understanding of the psychological, neurobiological and psychosocial determinants of human behavior. |
| Management and Administration Competencies | Program graduates will be able to serve as competent managers and administrators by applying a variety of models appropriate to lead direct delivery of professional services in a broad range of settings. |

Admissions Requirements

Candidates for admission will satisfy the following requirements:

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

| Course | Credits |
|---|----------------|
| General Psychology | 3 |
| Developmental Psychology | 3 |
| Statistics | 3 |
| Abnormal Psychology | 3 |
| Experimental Psychology or Research Methods | 3 |

- 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 that may result in an application not being considered
- A minimum GPA of 3.00 in the last two years of the undergraduate degree.
- Results within the average range results on the “Examen de Admisión a Estudios Postgraduados” (EXADEP) or in the Graduate Record Examination (GRE)
- Three letters of recommendation from professors and/or professionals familiar with the candidate’s performance in academic and work settings.
- Certificate of good conduct from the Police Department.

Transfer of Credits Policy

PHSU will acknowledge prior academic learning experiences earned by students applying for admission to its PhD program. The following criteria will apply in considering courses for transfer:

- I. Most of the courses to be transferred from other institutions will serve to satisfy the elective requirements of the program.
- II. A maximum of 24 credits may be transferred.
- III. 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.
- III. The following requirements will guide the evaluation process of those courses submitted for transfer
 - Courses need to be relevant to the field of Clinical/Professional Psychology
 - Only courses approved with a minimum grade of B will be considered for transfer.
 - The student must provide 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 |
|----------|---|
| PHS 1832 | Social Bases of Behavior |
| PHS 1527 | History of Psychological Thought |
| PHS 1625 | Test Construction |
| PHS 1524 | Cognitive and Affective Bases of Behavior |
| PHS 1652 | Cognitive Assessment |
| PHS 1681 | Cognitive Assessment Laboratory |
| PHS 1662 | Cognitive and Cognitive -Behavioral Therapy |
| PHS 1573 | Ethics in Professional Psychology |
| PHS 1655 | Objective Personality Assessment |
| PHS 1731 | Racial, Ethnic, and Cultural Diversity |
| PHS 1766 | Group Processes and Group Psychotherapy |
| PHS 1717 | Clinical Psychopharmacology |
| PHS 1648 | Psychopath Disorders Children and Adolescents |
| PHS 1767 | Family Therapy and Systemic Intervention |
| PHS 1836 | Psychology of Gender (Recommended Elective) |
| PHS 1772 | Program Development and Administration in Mental Health |
| PHS 1773 | Supervision and Consultation |
| PHY 1724 | Cognitive Neurosciences |

Graduation Requirements

The requirements for the Ph.D. Clinical Psychology degree are:

- I. Approve all required and elective courses, as well as all practicum and seminars while maintaining 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 hours and not by credits.
- II. Successfully complete 1100 hours of clinical practice as follows:
 - a. Two hours per week of the first and second semesters of the first year attending PHS 1581/1582 for a total of 50 hours per semester.

- b. Two hours per week during the first and second semesters of the second year attending didactic sessions (PHS 1683 / 1685) and at least 8 hours per week of direct clinical contact during 25 weeks for a total of 250 hours per semester.
 - c. Two hours each week of the first and second semesters of the third year attending didactic sessions (PHS 1786 / 1787) and at least 8 hours per week of direct clinical contact during 25 weeks for a total of 250 hours per semester.
- III. Successful completion of five semesters of required research practicum. PHS 1622 is required during the second semester of first year. During the second year, two additional required research practicum may be chosen from PHS 1623 & PHS 1722 (Psychosocial/clinical), or PHS 1723 & PHS 1733 (Behavioral Neuroscience). For third year, two additional required research practicum may be chosen from PHS 1730 & PHS 1734 (Psychosocial/clinical), or PHS 1735 (Behavioral Neuroscience).
- IV. Pass the Comprehensive Examination, to be taken at the end of the second year, and the Clinical Practice Examination (CPX) to be taken during or after the end of third year.
- V. Approval of Dissertation Proposal by the dissertation committee before submitting the application for internship.
- VI. Complete 2000 hours of pre-doctoral internship. The internship may be completed on a full-time basis (40 hours per week) during a 12-month period or on a half-time basis (20 hours per week) during a 24-month period.
- VII. Approval of the doctoral dissertation, which must be related to the field of Psychology in general or to Professional Psychology in particular. The program also recommends their students to submit their results for publication in a peer review journal. Every student should submit at least one manuscript for publication in a peer review journal during their doctoral program.
- I. Psychological Foundation Courses (28 Credits)
- a. Biological Bases of Behavior – 6 Credits
 - i. Fundamentals of Neuroscience -3 Credits
 - ii. Neuroanatomy Laboratory- 2 Credits
 - iii. Principles of Psychoneuroimmunology- 1 Credit
 - b. Social Bases of Behavior – 3 Credits
 - i. Social Bases of Behavior – 3 Credits
 - c. Cognitive/Affective – 3 Credits
 - i. Cognitive and Affective Bases of Behavior- 3 Credits
 - d. Diversity – 3 Credits
 - i. Racial, Ethnic and Cultural Diversity – 3 Credits
 - e. Ethics and Professional Standards – 2 Credits
 - i. Ethics in Professional Psychology – 2 Credits
 - f. Individual Differences – 6 credits
 - i. Psychology of Personality-3 Credits
 - ii. Human Growth and Development -3 Credits

- g. Measurement – 2 Credits
 - i. Test Construction
 - h. History and Systems – 2 Credits
 - i. History of Psychological Thought
 - i. Health Disparities
 - i. Inter professional Perspectives in Health Disparities- 1 Credit
- II. Clinical Foundation Courses (33 Credits)
- a. Psychopathology – 10 Credits
 - i. Fundamentals of Clinical Psychopathology- 2 Credits
 - ii. Mood and Anxiety Disorders- 3 Credits
 - iii. Personality and Psychotic Disorders- 3 Credits
 - iv. Psychopathological Disorders in Children and Adolescents- 2 Credits
 - b. Assessment and Psychological Testing – 9 Credits
 - i. Introduction to Psychological Assessment – 2 Credits
 - ii. Cognitive Assessment 3 Credits
 - iii. Cognitive Assessment Laboratory – 0 Credits
 - iv. Objective Personality Assessment – 2 Credits
 - v. Projective Assessment of Personality– 2 Credits
 - vi. Projective Assessment of Personality Lab – 0 Credits
 - c. Psychotherapy and Behavior Change – 9 Credits
 - i. Psychotherapy Seminar- 1 Credit
 - ii. CBT – 2 Credits
 - iii. Family Therapy – 2 Credits
 - iv. Group Therapy – 2 Credits
 - v. Clinical Psychopharmacology – 2 Credits
 - d. Supervision and Consultation – 3 Credits
 - i. Supervision and Consultation- 3 Credits
 - e. Management and Administration- 2 Credits
 - i. Program Development and Administration in Mental Health- 2 Credits
- III. Research Courses and Research Practica (18 Credits)
- a. Professional Research Courses – 7 Credits
 - i. Introduction to Research- 1 Credit
 - ii. Seminar IRB- 1 Credit
 - iii. Scientific Writing – 3 Credits
 - iv. Research Proposal Development & Funding Mechanisms- 2 Credits
 - b. Research Methodology – 5 Credits
 - i. Quantitative Research Methods 3 Credits
 - ii. Qualitative Research Methods 2 - Credits
 - c. Statistical Analysis – 6 Credits
 - i. Descriptive and Inferential Statistics - 3 Credits
 - ii. Advanced Statistics 3 – Credits
 - d. Five semesters of Research Practica
 - e. Teaching Psychology Laboratory – 0 Credits
 - f. Doctoral Dissertation
- IV. Clinical Practica – 1,100 hours
- a. Four semesters of clinical practicum

V. Electives (7 Credits)

Curricular Sequence

The curriculum of the program is offered in a lock-step manner. This system allows students to develop the competencies of the profession in a sequential and logically designed manner.

First Year 1st Semester Courses

| Courses | Title | Credits |
|----------|--|---------|
| PHS 1624 | Introduction to Basic Research (Summer) | 1 |
| PHS 1522 | Psychology of Personality | 3 |
| PHS 1832 | Social Bases of Behavior | 3 |
| PHS 1511 | Fundamentals of Neuroscience | 3 |
| PHS 1541 | Fundamentals of Clinical Psychopathology | 2 |
| PHS 1581 | Introduction to Clinical Practice | 0 |
| PHS 1512 | Neuroanatomy Laboratory | 2 |
| IHD 1919 | Interprofessional Perspectives in Health Disparities | 1 |

Amount of credits = 15

First Year 2nd Semester Courses

| Courses | Title | Credits |
|----------|--|---------|
| PHS 1573 | Ethics in Professional Psychology | 2 |
| PHS 1625 | Test Construction | 2 |
| PHS 1582 | Fundamentals of Clinical Intervention & Emergency Psychology | 0 |
| PHS 1686 | Introduction to Psych Assessment and Testing | 2 |
| PHS 1524 | Cognitive and Affective Bases of Behavior | 3 |
| PHS 1515 | Human Growth and Development | 3 |
| PHS 1518 | Principles of Psychoneuroimmunology | 1 |
| PHS 1622 | Psychosocial/Clinical Research Practica I or | 0 |
| PHS 1687 | Psychotherapy Seminar (Summer) | 1 |

Amount of credits = 14

Second Year 1st Semester Courses

| Courses | Title | Credits |
|----------|--|---------|
| PHS 1645 | Mood and Anxiety Disorders | 3 |
| PHS 1621 | Descriptive and Inferential Statistics | 3 |
| PHS 1652 | Cognitive Assessment | 3 |
| PHS 1681 | Cognitive Assessment Laboratory | 0 |
| PHS 1683 | Psychotherapeutic Techniques | 0 |
| PHS 1728 | Research Proposal Development and Funding Mechanisms | 2 |
| PHS 1623 | Psychosocial/Clinical Research Practica II | 0 |

Amount of credits = 11

Second Year 2nd Semester Courses

| Courses | Title | Credits |
|----------|---|---------|
| PHS 1527 | History of Psychological Thought | 2 |
| PHS 1662 | Cognitive and Cognitive -Behavioral Therapy | 2 |

| | | |
|----------------------|---|---|
| PHS 1626 | Quantitative Research Methods | 3 |
| PHS 1655 | Objective Personality Assessment | 2 |
| PHS 1658 | Projective Assessment of Personality | 2 |
| PHS 1688 | Practicum Projective Personality Assessment | 0 |
| PHS 1685 | Conceptualization & Intervention Planning | 0 |
| PHS 1722 PHS 1723 | Psychosocial/Clinical Research Practica III or Behavioral Neuroscience Research Practica I | 0 |
| | Comprehensive Examination | |

Amount of credits = 11

Third Year 1st Semester

Courses

| Courses | Title | Credits |
|----------------------|---|---------|
| PHS 1731 | Racial, Ethnic, and Cultural Diversity | 3 |
| PHS 1726 | Qualitative Research Methods | 2 |
| PHS 1721 | Advanced Statistics | 3 |
| PHS 1786 | General Clinical Practice: Integration I | 0 |
| PHS 1747 | Personality and Psychotic Disorders | 3 |
| PHS 1724 PHS 1725 | Psychosocial/Clinical Research Practica IV or Behavioral Neuroscience Research Practica II | 0 |
| MPH 7101 | IRB Seminar | 1 |

Amount of credits = 12

Third Year 2nd Semester Courses

| Courses | Title | Credits |
|-------------------------------------|---|---------|
| PHS 1766 | Group Processes and Group Psychotherapy | 2 |
| PHS 1717 | Clinical Psychopharmacology | 2 |
| MPH 5601 | Scientific Writing | 3 |
| PHS 1648 | Psychopath Disorders Children and Adolescents | 2 |
| PHS 1767 | Family Therapy and Systemic Intervention | 2 |
| PHS 1787 | General Clinical Practice: Integration II | 0 |
| PHS 1730 PHS 1735 (Electives) | Psychosocial/Clinical Research Practica V or Behavioral Neuroscience Research Practica III | 0 |
| | Clinical Practice Examination | |

Amount of credits = 11

Fourth Year 1st Semester

Courses

| Courses | Title | Credits |
|----------|------------------------------|---------|
| PHS 1773 | Supervision and Consultation | 3 |
| PHS | Elective | 2 |
| PHS 1826 | Doctoral Dissertation | 0 |

Amount of credits = 5

Fourth Year 2nd Semester Courses

| Courses | Title | Credits |
|----------|---|---------|
| PHS 1772 | Program Development and Administration in Mental Health | 2 |
| PHS | Elective | 3 |
| PHS | Elective | 2 |
| PHS 1826 | Doctoral Dissertation | 0 |

Amount of credits = 7

Fifth Year - Internship 1st Semester Courses

| Courses | Title | Credits | Total Contact Hours |
|----------|---------------------------|---------|---------------------|
| PHS 1900 | Predocutorial Internship* | 0 | 1000 |
| PHS 1826 | Doctoral Dissertation | 0 | 0 |

Fifth Year - Internship 2nd Semester Courses

| Courses | Title | Credits | Total Contact Hours |
|----------|--------------------------|---------|---------------------|
| PHS 1900 | Predocutorial Internship | 0 | 1000 |
| PHS 1826 | Doctoral Dissertation | 0 | 0 |

Total academic credits required for Ph.D. Degree = 86

* Internship: Option 1 = 2,000 hours full time, one year.
Option 2 = half time, 1,000 hours per year, two years.

Elective Courses

| | |
|----------|--|
| PHS 1755 | Psycho educational Assessment and Professional Consultation in Academic Settings (2) |
| PHS 1757 | Advanced Projective Assessment. (3) |
| PHS 1764 | Psychotherapeutic and Systemic Interventions with Children and Adolescents (2) |
| PHS 1785 | Clinical Psychology in the General Hospital Setting (1) |
| PHS 1788 | Advanced Projective Assessment Practicum (0) |
| PHS 1800 | Independent Study (Up to six credits per project) |
| PHS 1804 | Teaching Psychology Laboratory (30 hours) |
| PHS 1811 | Anatomy and Physiology for Professional Psychologists (3) |
| PHS 1812 | Anatomy Laboratory (1) |
| PHS 1814 | Psychology of Addictions (2) |
| PHS 1816 | Integrated Behavioral Healthcare (2) |
| PHS 1818 | Clinical Health Psychology (2) |
| PHS 1824 | Structural Equation Modeling (2) |
| PHS 1825 | Partial Least Squares based Structural Equation Modeling (2) |
| PHS 1835 | Psychology and Poverty (2) |
| PHS 1836 | Psychology of Gender (2) |
| PHS 1838 | Psychology of Sexual Orientation and Gender Diversity (2) |

| | |
|----------|--|
| PHS 1839 | Child Maltreatment (2) |
| PHS 1847 | Neuropathological Conditions (2) |
| PHS 1848 | Antisocial Personality Disorder and Sexual Deviant Behaviors (2) |
| PHS 1851 | Neuropsychological Assessment (3) |
| PHS 1865 | Autism: Contemporary Theories and Intervention Models (2) |
| PHS 1867 | Dialectical Behavioral Therapy (2) |
| PHS 1868 | Advanced Family Therapy (2) |
| PHS 1870 | Studies in Human Sexuality (2) |
| PHS 1871 | Forensic Psychology (2) |
| PHS 1873 | Psychology and Public Policy (2) |
| PHS 1874 | Geriatric Psychology (2) |
| PHS 1875 | Neuropsychological Rehabilitation (2) |
| PHS 1878 | Brain, Psyche and Psychopathology (2) |
| PHS 1881 | Advance Clinical Practicum I (Above 60 hours) |
| PHS 1882 | Advance Clinical Practicum II (Above 60 hours) |
| PHS 1883 | Advance Clinical Practicum III (Above 60 hours) |
| PHS 1884 | Advance Clinical Practicum IV (Above 60 hours) |
| PHS 1885 | Advance Clinical Practicum I (Above 60 hours) |
| PHS 1888 | Advanced Clinical Practicum: Clinical Health Psychology (Above 60 hours) |
| PHS 1900 | Pre-doctoral Internship |

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 Ph.D. Clinical Psychology Program Coordinator expressing his/her interest of taking an out-of-program course and will provide evidence of satisfactory academic progress.
2. The Program Coordinator 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 Coordinator 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 PhD Program Coordinator 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 coordinators 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.

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. It is designed to cover the following three areas: Foundations of the profession, clinical application, and knowledge of research, data gathering and data analysis.

The areas covered under the foundational aspects of the discipline are:

Ethics, Personality Psychology, Social Bases of Behavior, Neurobiological Bases of Behavior, History of Psychology, Cognitive and Affective Bases of Behavior, and Human Growth and Development.

The areas covered under the clinical components of the discipline are:

Clinical Psychopathology, Mood and Anxiety Disorders, Cognitive Assessment,

Projective Personality Assessment, Cognitive and Cognitive Behavior Therapy.
The areas of the CE covering the research and data analysis components of the discipline are:
Test Construction, Descriptive and Inferential Statistics, Quantitative Research Methods,
Research Proposal Development

Students receive a letter notifying them of their scores on the CE. They must obtain a general global score of 70% to approve the CE. Students who obtain a global score of less than 70%, will repeat the specific failed areas 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 70%. 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 a global score of 70% 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 70% 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 test 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 test

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 PhD- PSY 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). The Dean and Program Coordinator may refer the student to the PBEC, using the "Unprofessional Behavior Referral Form".
4. The student will be notified that he/she was referred to the PBEC.
5. 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
6. 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) code of Ethics.

Identification

Students will identify themselves to patients, to the public and to any other person both verbally and in electronic (e.g. emails) and 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 Pre-Doctoral 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 “PHSU Student Policy Manual” published by the Vice President 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

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 Clinical Psychology PhD Students enrolled at Ponce Health Sciences University.

III. General Requirements

A. Time Frame for completion of the Academic Program

A Clinical Psychology PhD 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 PhD | 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 Student Promotions Committee.
3. Comprehensive Examination Requirement (CE): 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 will be organized in an article format, per APA publication guidelines, and submitted for publication to a peer-reviewed journal, with the approval of the Dissertation Committee.
7. **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 Ph.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.

- A grade of "C" in any of the Clinical Courses (as identified in the program's catalog) is not allowed. Any "C" grade in a Clinical Course means that the course must be repeated.
- No more than two courses can be repeated in the entire program.
- Repeated courses with "C" grades will remain on record, but the new grade will be used to compute the grade point average.
- 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.
- Grades of "P" (Pass) or "NP" (No Pass) are applicable to Practica and Internship. A grade of "NP" requires repetition. 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) by the following semester.

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 reversed 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 Ph.D. program, have the right to appeal the case in writing to the Dean within seven 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 Coordinator 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.

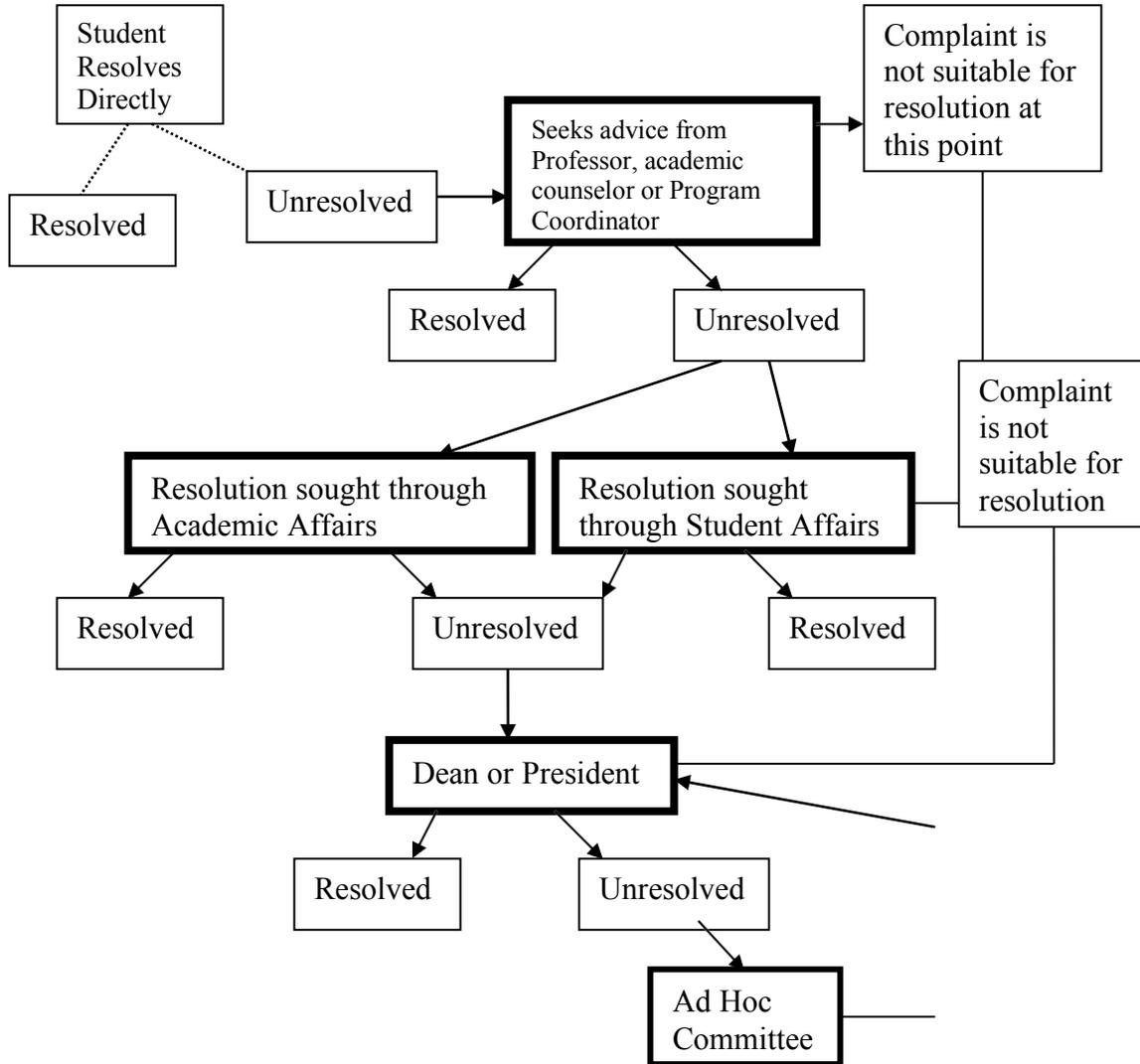
VIII. Enforcement

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

The President and Dean, the Vice President of Academic Affairs, and the Vice President of Student Affairs, as well as the Registrar and Chief Financial Officer will receive all pertinent data to ensure proper enforcement of the policies set forth.

Grievance Procedure

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



Program Faculty and Staff

Below you will find a list of the faculty and their professional and research interests.

Core Faculty

Nydia Ortiz, Ph.D., Full Professor – Interim Dean of School of Behavioral and Brain Sciences
Family Therapy and Systemic Interventions, Narrative Therapies, Addictions, Supervision.

Marcos Reyes, Ph.D., Assistant Professor – Clinical Psychology Program Coordinator
Stigma, HIV, Primary Care Behavioral Health, and Mobile Health.

Gloria Asencio, Ph.D., Full Professor
Statistics, Research Methods, Homelessness and HIV

Frances Centeno, Ph.D., Assistant Professor
Assessment, Psychotherapy and Health Psychology

Julio Jiménez, M.D., Full Professor
Psychoneuroimmunology, HIV/AIDS, Behavioral Medicine, Psychopharmacology, Psychoanalytic Psychotherapy.

Yaritza M. López Robledo, Ph.D., Associate Professor
Psychotic and Personality Disorders, Forensic Psychology

Alexandra Ramos, Ph.D., Assistant Professor
School Psychology, Teaching, Atheism, Colonialism, PTSD.

Eliut Rivera, Ph.D. Assistant Professor
Stigma, Serious Mental Illness, Health Psychology and Biomarkers

Nelson Varas, Ph.D., Associate Professor
Social, political and individual level implications of health and disease, specifically HIV/AIDS and addiction to illicit drugs; qualitative research and mixed methodology

Fabian Vazquez, Ph.D., Assistant Professor
Epigenetics, Trauma, and Psychopathology.

Yazmin Muller, Ph.D., Assistant Professor
Neuroscience

Norka Polanco, Ph.D., Assistant Professor
Dialectical Behavioral Therapy, Borderline Personality Disorder and Evidence Based Psychological Practices

Mary Rodriguez, Psy.D., MSc, Associate Professor
Diabetes, Obesity, Assessment, and Epigenetics.

Axel Ramos, PhD, Assistant Professor
Clinical Health Psychology, Community based participatory research

Emily Pérez, PhD, Assistant Professor
Neuroanatomy, Clinical Neuropsychology

Eida Castro, Psy.D., MSc, Assistant Professor

Outreach/Community Research, HIV, Felt Stigma, Cancer.

Caleb Esteban, Ph.D., Assistant Professor

LGBT, Gender, Sexuality, Diversity, Minorities

Alixida Ramos, Ph.D., Assistant Professor

Transgender, Social Determinants of Health and Health Psychology

Ernesto Rosario, PhD., Full Professor

Test constructions, Research, Statistics

Associated Program Faculty

Juan Fernández, Ph.D., Professor - Chair Anatomy Department

Anatomy and Neuroanatomy. General Physiology

Kenira Thompson, Ph.D. Associate Professor – President of Ponce Research Institute

Exploration of gene expression changes in hippocampal plasticity during learning and memory. Hippocampal changes following whole brain irradiation and traumatic brain injury. Stress-induced changes in the progression of endometriosis.

María Garrido, Psy.D., Professor

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

Nydia Cappas, Psy.D., Associate Professor

Health Psychology, Program development, Psychology of Gender, Psychotherapy

Marta Febo, M.D., Professor

Director; Standardized Patient Program. Family Medicine, Clinical Health Psychology, Geropsychology

Giselle Medina, Psy.D., Associate Professor

Human Development, Psychological Testing

Efrain Ríos, Psy.D. Assistant Professor

Behavior and genetics, neurodevelopmental correlates of psychoanalytic theory, neuroscience of learning.

Axel Santos, Ph.D., Associate Professor

Psychological Research, Depression, Socio-historic Models of Intervention

Eduardo Lugo, Ph.D., Assistant Professor

Violence and Community Participatory Research.

Valerie Toro, Psy.D., Assistant Professor

Primary Care Psychology, Family and couples therapy, Diversity

Marielly González, PsyD, Assistant Professor

Psychotherapy, Psychological assessment

Javier Piazza, PsyD, Assistant Professor

Family Therapy, Addictions, Supervision

Maryannette Moreno, PhD, Professor

Psychoeducational Assessment Research

Other Contributors

Idaliz Flores, Ph.D., Full Professor

Endometriosis (genetics, molecular biology, epidemiology, public health), Infertility, Women's Health, Genetic variations and disease

Richard Noel, Ph.D., Full Professor

Effects of HIV proteins on Neuronal Circuitry, Cellular effects of HIV neurotoxins w/without drug abuse

James Porter, Ph.D., Full Professor

Thalamocortical Stimulation of Somatosensory Interneurons, Modulation of extinction memory by manipulating the excitability of IL neurons

Sheilla Rodríguez, Ph.D. Full Professor

Research on violence, gender issues & HIV

Nelson Cruz, PhD, Adjunct professor

Neurocognitive research

Mario Bermonti, M.A., Instructor

Statistician

Administrative Staff

Deadina González, MBA

Administrative Coordinator

Ernesto J. Martínez, B.A.

Receptionist

Carmen Ballester, M.A.

Administrative Assistant

Course Descriptions

PHS 1511 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.

PHS 1512 Neuroanatomy Laboratory. (0 credits) To be taken concomitantly with PSY 511.

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

PHS 1515 Human Growth and Development (3 credits)

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

PHS 1518 Principles of Psychoneuroimmunology (1 credit)

Psychoneuroimmunology emerges as a science and branch of medicine, which attempts to provide a scientific explanation to the issue of mind/body relationships. In this sense, it proposes, studies and explains the existing communication between diverse body systems that are responsible for maintaining the equilibrium that allows for a harmonic and healthy functioning of the human body. Students will explore the area of psychoneuroimmunology through a review of the principal concepts on the topic, of the scientific literature and through the most current areas of research. The effect of stress upon the immune system is examined. Specific psychological and CBT techniques utilized by the field of psychoneuroimmunology to treat patients with stress and immune

disorders are introduced as well. HIV is explored as an example of a condition that through psychological intervention the Psychologist can impact the psychoneuroimmunological status of the person treated.

PHS 1522 Psychology of Personality (3 credits)

The main personality theories are presented and analyzed through this course. The knowledge about the neurobiological substrate of human behavior gathered through the past decades will provide the foundation for the study of the biological basis of personality including temperament, genetic determinants of behavior, extraversion/intraversion dimensions, among others. After familiarizing the student with these concepts and with some of the relevant literature, the course enters into an in-depth exploration of orthodox psychoanalytic theory and into an overview of the main Neo-Freudian theories including Analytical and Individual Psychology of Jung and Adler. Horney's theory is also explored. A general view of Object Relations theory is also provided related to the psychoanalytic movement including the main principles of Melanie Klein, John Bowlby and Margaret Mahler. The rest of the course explores Trait Psychology (Allport, Eysenck, Costa & McCraig), Behaviorism (Pavlov and Skinner) with special emphasis on Social Learning theories (Bandura), and Humanism (Rogers, Maslow and Kelly). The course attempts to develop in the student the capacity to apply those theories to everyday life and to clinical situations. During the process of learning about human personality, the student will write reports and will learn to use the NEO-PI to consolidate the theoretical knowledge obtained through class.

PHS 1524 Cognitive and Affective Bases of Behavior (3 credits)

This course covers historical, philosophical and current research issues that have led to the understanding of cognitive and emotional processes. After an examination of the historical roots of the concepts, the research endeavors that shaped both fields will be explored leading to the formulation of theory and to the current knowledge about both processes. The study of emotional process will include laboratory demonstration of the research methodology currently used in many laboratories to study one of the major areas of the field; fear conditioning and extinction. Likewise, current research trends in cognitive psychology will be explored. Both areas will be addressed from their biological, social and psychological perspective. The clinical application of the knowledge and theories on cognition and emotion will be presented wherever is applicable.

PHS 1527 History of Psychological Thought (2 Credits)

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

body dualism. Principles of the Philosophy of Science as they apply to psychological thought, theory building and psychometrics will be presented.

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

PHS 1541 Fundamentals of Clinical Psychopathology (2 credits)

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

PHS 1573 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.

PHS 1581 Introduction to Clinical Practice. (50 hrs.) Year I: First Semester.

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

basic skills in the logical and sequential organization of clinical data so that the information obtained through interviews may become meaningful and useful for clinical intervention.

PHS 1582 Fundamentals of Clinical Interventions and Emergency Psychology. Year I:
Second Semester (50 hrs.)

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

PHS 1621 Descriptive and Inferential Statistics (3 Credits)

The course is designed as an entry level graduate course in statistics and covers inferential statistical techniques to solve applied research problems. Also, the course will provide knowledge and experience in the use of the SPSS program to resolve the basic descriptive and inferential statistical problems.

PHS 1622 Psychosocial/Clinical Research Practicum I (0 Credits)

This course is designed to provide students with a supervised research experience with a faculty member of the Clinical Psychology Program. The course will be divided in two main components: Lecture and Practicum. It is expected that the student will spend from four to ten hours per week on practicum activities. The primary objective of the research practicum is to strengthen students' ability to synthesize different phases and components of psychological research related to health psychology, psychopathology, test development and standardization, among other areas. Students will participate in the different aspects of the research projects assigned including; articulation of research questions, literature review, selection of sampling techniques, formulation of design strategies, development of data gathering instruments and other methods of data collection, data analysis, interpretation of results and research report writing.

PHS 1623 Psychosocial/Clinical Research Practicum II (0 Credits)

This course is a continuation of Research Practicum III centering on the development of clinical/social research competencies. Students will continue to gain supervised research experience with faculty members of the Clinical Psychology Program. Although some lectures will be provided on practical research issues, most of the time of this research practicum will be spent in developing skills with data collection, data analysis and development of research reports and/or publications. To accomplish these goals students will spend from four to ten hours per week on practicum activities.

PHS 1624 Introduction to Basic Research (1 credit)

This course is designed to provide students with an overview of the basic knowledge and competencies in Psychological research. The course is comprised of lectures and group activities. It is expected that students will engage in this 15-hour seminar and its related activities. The primary objective of this introduction to research seminar is to prepare students with the basic knowledge and competencies to engage in Psychological research immediately during their first doctoral year. Students will get acquainted with the theoretical and practical aspects of the research process. They will also obtain a general overview of the current psychological research projects at the School of Behavioral and Brain Sciences

PHS 1625 Test Construction (2 credits)

This course provides the student with a more in-depth exposure to the process of test construction and validation. It intends to foster a better understanding of the psychometric properties of psychological tests and to develop specific skills in the adaptation of different psychometric instruments to populations different from the one for which the test was constructed and standardized.

PHS 1626 Quantitative Research Methods (3)

This course is meant to give graduate students an overview of the two main types of scientific methods used in the field. The main goal of the course is to provide you the information necessary for you to be able to write the methodology section of your doctoral dissertation.

PHS 1645 Mood and Anxiety Disorders (3 credits) Pre-requisite: PSY 541

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

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

PHS 1648 Psychopathological Disorders in Children and Adolescents (2 credits)
Pre-requisite: PHS 1541

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.

PHS 1652 Cognitive Assessment (3 Credits). Pre-requisite: PHS 1625

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

PHS 1655 Objective Personality Assessment. (2 Credits). Pre-requisite PSY 652

Objective personality tests have significantly influenced the contemporary practice of professional psychology. The appropriate and ethical use of validated self-report inventories of personality and emotional functioning has become critical in a health care climate where cost effectiveness and versatility of applications (e.g., outpatient, forensic, health care settings) are essential. 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 the MMPI-2, MMPI-2 RF the MCMI-III and the MBMD. Additionally, the psychometric, test construction, and research aspects of these instruments will be examined throughout the course. Special attention will be given to issues of test applicability considering culture and the context of the evaluation.

PHS 1658 Projective Assessment of Personality (2 Credits) Prerequisite PHS 1652

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 degree of empirical scrutiny. These are the inkblot, the thematic, and the paper and pencil tests. This course will focus on the 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; TEMAS: Narrative/Personality Assessment of the Hispanic Child and Adolescent, 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 and are most likely to yield valid and reliable results. This course will present a multicultural and culturally competent framework for assessment of personality.

PHS 1662 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.

PHS 1681 Cognitive Assessment Practicum. (30 hrs.) To be taken concomitantly with PHS 1652.

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

PHS 1683 Psychotherapeutic Techniques (250 hrs.)

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

PHS 1685 Conceptualization & Intervention Planning (250 hrs.)

This is the practicum experience for the second semester of the second year. The student will be placed in a community practicum site during the semester. Once per week, the students will meet with their practicum coordinator to discuss relevant issues related to their experience. At the didactic level this practicum will attempt to develop in the student, conceptualization and intervention planning techniques. Therefore, the student will develop the capacity to understand clinical cases and to develop a coherent intervention plan through these didactic

experiences and case presentations. To achieve these clinical skills the student will be able to integrate the theoretical knowledge and the skills accumulated from previous practica and theoretical courses with the experiences they are having at their practicum site.

PHS 1686 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.

PHS 1687 Psychotherapy Seminar (Summer)

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.

PHS 1688 Practicum Projective Personality Assessment (30 hours) to be taken concomitantly with PHS 1658.

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 TEMAS (Tell-Me-A-Story) test will be the main focus of the practicum. The practicum will prepare students to write personality assessment reports and for conducting high quality, ethically sensitive, feedback sessions.

PHS 1717 Clinical Psychopharmacology (2 credits)

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

PHS 1721 Advanced Statistics (3 Credits)

Advanced statistical design will address statistical procedures appropriate for the analysis of multivariate psychological data. Topics include: simple and canonical correlation, linear and multiple regression, discriminant analysis, multivariate analysis of covariance and factor analysis. Practical understanding of these

techniques will be achieved through hands-on analysis of research questions using sample databases and computerized statistical packages.

PHS 1722 Psychosocial/Clinical Research Practicum III (0 Credits)

This practicum is designed to provide students with a supervised research experience with a faculty member of the Clinical Psychology Program. The practicum will be divided into two main components: lecture/didactic activities and practicum/experiential hands-on opportunities. It is expected that the student will spend from six to ten hours per week on practicum-related activities including direct research experiences. The primary objective of the research practicum is to strengthen students' ability to comprehend the different phases and components of psychological research related to health psychology, psychopathology, test development, among other areas. Students will participate in different aspects of the research projects assigned including; articulation of research questions, literature review, selection of sampling techniques, formulation of design strategies, development of data gathering instruments and other methods of data collection.

PHS 1723 Behavioral Neuroscience Research Practicum I (0 Credits)

This laboratory provides the students with an introduction to the methods employed by Behavioral Neuroscientists to examine the biological basis of various behaviors in animals and humans. The laboratory is divided into two main components: lectures and hands-on experience. The lecture will focus on the principles, philosophies and theories of the field and on the research techniques of the field. The practicum component of the laboratory will allow students to explore the techniques presented through lectures. Therefore, the main goal of this laboratory is to provide student hands-on experience on the procedures, methods and instrumentation used to study the main issues of relevance to the field of behavioral neuroscience.

PHS 1724 Psychosocial/Clinical Research Practicum IV. (0 Credits)

This course is a continuation of Research Practicum III centering on the development of clinical/social research competencies. Students will continue to gain supervised research experience with faculty members of the Clinical Psychology Program. Although some lectures will be provided on practical research issues, most of the time of this research practicum will be spent in developing skills with data collection, data analysis and development of research reports and/or publications. To accomplish these goals students will spend from four to ten hours per week on practicum activities.

PHS 1725 Behavioral Neuroscience Research Practicum II (0 Credits)

This course provides the students the opportunity to design experiments related to the field of Behavioral Neuroscience. The students will gain experience in neuroscience experimentation, gather substantial data sets and develop skills in scientific report writing and presentation. The students will apply some of the

techniques learned in the Behavioral Neuroscience Laboratory I.

PHS 1726 Qualitative Research Methods (2 Credits)

Qualitative research is a multi-method approach to the study of social interactions in natural settings. It involves the collection and analysis of empirical information from multiple sources such as first-person accounts, life histories, visual records, semi-structured and open-ended interviews, informal and formal observations, biographical and autobiographical materials, among others. The researcher attempts to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

This course is intended to provide the basic knowledge of qualitative research. It will help students develop an understanding, knowledge, skills and comfort with qualitative research methods, as an additional alternative in psychological research. The qualitative paradigm will be presented as complimentary to quantitative methods, rather than contradictory and competitive

PHS 1728 Research Proposal Development and Funding Mechanisms (2 Credits)

The purpose of this course is to guide students to write scientific research proposals for submission to funding agencies. The emphasis is on grant and fellowship funding opportunities most relevant to psychology researchers. The course will offer guidance on selecting a suitable research topic, organize and plan the project, identify a funding agency, write the proposal, and on how to manage the project once it is funded. The course also discusses the ethical responsibilities of the researcher, the proposal review process, and what alternatives are available once a research or a grant proposal is not approved for funding.

PHS 1730 Psychosocial/Clinical Research Practicum V (0 Credits)

This practicum is designed to provide students with a supervised research experience with a faculty member of the Clinical Psychology Program. The practicum will be divided in two main components: lecture/didactic activities and practicum/experiential hands-on opportunities. It is expected that the student will spend from six to ten hours per week on practicum related activities including direct research experiences. Although some lectures will be provided on practical research issues, most of the time of this research practicum will be spent in developing skills with data collection, data analysis and development of research reports and/or publications. Students will participate in different aspects of the research projects assigned including; articulation of research questions, literature review, selection of sampling techniques, formulation of design strategies, development of data gathering instruments and other methods of data collection.

PHS 1731 Racial, Ethnic, and Cultural Diversity (3 credits)

The technological advances of contemporary societies have brought human beings from diverse backgrounds closer together. Such demographic changes have urged psychologists and other mental health practitioners to increase their understanding of diversity issues. Contemporary, multicultural societies also require from psychologists a broader repertoire of clinical and psychotherapeutic interventions. This course addresses these critical needs of professional psychologists by exposing students to the theory and practice of multicultural psychology.

PHS 1735 Behavioral Neuroscience Research Practicum III (0 Credits)

Students willing to develop additional competencies in the field of neuroscientific research may elect to register in this practicum. This practicum is especially suited for conducting a dissertation research project related to neurosciences, under the supervision of a faculty member. Students will have an opportunity to begin to collect data and to refine their dissertation project. Students may also elect to use this learning experience to prepare a manuscript for publication after collecting pertinent data.

PHS 1747 Personality and Psychotic Disorders (3 credits) Pre-requisite: PHS 1645

Through this course the student will be guided through the existing literature on Personality Disorders to read the theories that best illustrate these complex clinical syndromes. Through this approach the student will be able to compare various approaches to the diagnosis, understanding and treatment of the different types of personality disorders including borderline, antisocial, narcissistic, avoidant, schizoid, schizotypal, and others. Various general theoretical orientations created to facilitate the understanding and clinical work with PD patients will also receive special attention including those of Shapiro, Millon, Kernberg and others. The student will obtain a detailed understanding of psychotic processes based upon their readings, the lectures provided and upon the examination of recorded interviews with psychotic patients. This will allow the student to obtain an in-depth understanding of the different manifestations of psychotic symptoms. The main types of psychotic disorders will be presented with emphasis on Schizophrenia, Affective Psychosis, Brief Reactive Psychosis and Paranoia.

PHS 1755 Psychoeducational Assessment and Professional Consultation in Academic Settings (2 Credits). Prerequisites: PHS 1652

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.

PHS 1757 Advanced Projective Assessment (3 Credits) Prerequisite PHS 1658

Projective assessment techniques are an essential component of the Clinical Psychologist's armamentarium of diagnostic tools. The Comprehensive System of Rorschach interpretation is one of the most widely used projective technique. This course will focus on the Rorschach method as a perceptual-cognitive problem-solving task, which has a heavy projective component with abundant scientific evidence supporting its clinical usefulness and versatility. Learning the administration, scoring and interpretation of the Rorschach will be the main objective of the course. Students will also acquire skills in integrating the results obtained from the Rorschach with results obtained from other projective and objective techniques.

PHS 1764 Psychotherapeutic and Systemic Interventions with Children and Adolescents (2 Credits). Prerequisite: PHS 1648

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.

PHS 1766 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.

PHS 1767 Family Therapy and Systemic Interventions (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. Evidence based interventions with families and couples will be discussed and contrasted with classical models.

PHS 1772 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.

PHS 1773 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. Every student will identify, analyze, and present in class a critical review of a research article published in the last 5 years, in a topic relate to clinical supervision or consultation.

PHS 1785 Clinical Psychology in General Hospital Setting

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, interdisciplinary interactions, bedside manners, and quality assurance methods.

PHS 1786 General Clinical Practice: Integration I (250 hrs.) Prerequisite: PHS 1685

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

PHS 1787 General Clinical Practice: Integration II (250 hrs.) Prerequisite PHS 1786

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.

PHS 1788 Advanced Personality Assessment Practicum. (30 hours). To be taken with PHS 1757

This practicum course serves as the skill-building laboratory for PSY 757, Advanced Personality Assessment. Through this laboratory experience, students will learn the administration and scoring of Rorschach protocols. Students will also acquire the basic skills for writing personality assessment reports and for conducting high quality, ethically sensitive, feedback sessions.

PHS 1800 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 extend 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.

PHS 1804 Teaching Psychology Laboratory. (30 Hours). Prerequisite: PHS 1621 & PHS 1721

While performing as Teacher Assistant (TA) for the Statistics, Methods, or other graduate psychology course, advanced Ph.D. students will develop the necessary skills for teaching psychology in higher education. Students will have an opportunity to engage in research assistantship (data analysis) as part of the experience, in addition to performing as TA to one of the program's faculty members, especially, for the research professors. As TA, the student will provide lectures, will assist junior students in learning the appropriate use of SPSS and other statistical software programs, and will engage in additional teaching experiences related to psychology. All the activities will be supervised, discussed, and conducted with the course professor.

PHS 1811 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.

PHS 1812 Anatomy Laboratory (1 credit)

The Gross Anatomy Laboratory is a specially designed experience to accompany the Anatomy and Physiology Course (PHS 1811). Students will actively participate in laboratory experiences with corpuses and lab models to explore the different organs and systems presented for PHS 1811.

PHS 1814 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, and 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. Evidence-based treatment approaches for different levels of abuse/dependence will be emphasized. Evidenced-based prevention interventions will also receive due attention during the

course. The discussion of the prevention and treatment strategies in use in PR will be guided by research findings on efficacy and public policy.

PHS 1816 Integrated Behavioral Healthcare

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.

PHS 1818 Clinical Health Psychology (2 credits)

This seminar provides an introduction to the field of Clinical Health Psychology. It begins with the history of the specialization, with an analysis of the traditional role of the Psychologist (or lack of) in the health system and leads to the exploration of the advancements in the field of learning, cognition, motivation and psychophysiology that provide the foundation for the clinical work done in medical settings. The cognitive variables that mostly mediate lifestyle and the perception of health and illness are presented. The research done on stress, illness behavior and on the psychological mediation of pain will be explored. The rest of the course will focus on the psychological correlates/determinants and treatment of various medical conditions including; migraine headaches, diabetes, idiopathic high blood pressure, GI distress, myalgias, etc.

PHS 1824. Structural Equation Modeling (2 credits)

The course will introduce students to Structural Equation Models (SEMs) using AMOS, one of the most frequently used software programs for structural equation modeling. Students will learn how SEMs simultaneously model the measurement and conceptual structure of psychological phenomena by combining the statistical techniques such as factor analysis, path analysis, and simultaneous equation models. Through the course, students will be able to learn how to construct, estimate and to interpret SEMs based on data sets provided by the professor or on data related to student's dissertation or other research projects.

PHS 1826 Doctoral Dissertation (0 Credits)

The student will register in PHS 1826 during the 4th year and will meet regularly with his/her thesis advisor and other committee members. Through these meetings the student will be guided towards the completion of his/her dissertation project.

PHS 1832 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, economic, and sociopolitical elements that have influenced its transformation through history. The study of Social Psychology is essential for the understanding of individual and collective phenomena, which is an indispensable tool for mental health professionals. In this course students will explore Social Psychology's theory and practice. Also, they will identify and reflect on the advantages and obstacles that social psychologists face as agents of social change. This will be done with special emphasis of the implications for clinical practice and research.

PHS 1835 Psychology and Poverty

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.

PHS 1836 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 psycho-cultural issues that have affected adults in traditional and contemporary societies. The course will address the following topics, among others: Life styles and sexual orientation, the GLBT movement; multilateral and multigenerational relationships and connectedness; social roles, work and community; marriage, pregnancy, mothering and fatherhood, and health and gender. Gender issues, gender roles and gender differences and similarities will be of primary concern for this course. The psychotherapeutic implications of these issues will be addressed throughout the course.

PHS 1838 Psychology of Sexual Orientation and Gender Diversity

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.

PHS 1839 Child Maltreatment

As the field in psychology had been expanding in the last years, there is 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.

PHS 1847 Neuropathological Conditions (2 credits). Prerequisite: PHS 1541

Many conditions presenting with psychological and behavioral manifestations are in effect the result of neuropathology. This course will examine those syndromes, their neurocognitive and neurobehavioral sequel, issues on differential diagnosis and intervention strategies including pharmacological, psychotherapeutic, cognitive rehabilitation, case management, inpatient or community based treatment. Among the syndromes to be analyzed the following will receive primary consideration: congenital malformation/abnormalities (e.g. C.P., colossal agenesis), dementia (e.g. Alzheimer), vascular pathologies (e.g. stroke), and 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).

PHS 1848 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.

PHS 1851 Neuropsychological Assessment (3 credits) Pre-requisite: PHS 1511, PHS 1652

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.

PHS 1865 Autism Spectrum Disorders: Contemporary Theories and Intervention Models

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.

PHS 1867 Dialectical Behavioral Therapy (DBT): Theory and Techniques (2)

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 problem

PHS 1868 Advanced Family Therapy (2 Credits). Prerequisite: PHS 1767

This elective course will expose the student to advance family therapy assessment, treatment planning and techniques. Couples and family therapy research and evidence-based practices will be emphasized. In vivo observations and practica with a standardized couple will complement the course content.

PHS 1870 Studies in Human Sexuality (2)

This course provides the student a frame of reference to understand sexuality throughout the developmental continuum. The development of our notions about

sex and the role played by culture and family will be explored starting with the student's own reflections of their attitudes about sex. The role of sex in the psychosocial development of men and women will be analyzed together with the interaction between sex and intimacy. Mainstream and/or "normal" sexual practices, as it is identified and defined in the professional literature and in the Puerto Rican culture and United States will also be discussed. In addition, the different stages of sexual intercourse will serve as the foundation to understand different kinds of sexual dysfunctions in both sexes including; performance anxiety, erectile dysfunctions, inhibited desire, anorgasmia, premature 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.

PHS 1871 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 Psychologist within the legal system: assessment of dangerousness, family violence, custody and parental fitness, civil commitment, Juvenile Delinquency.

PHS 1873 Psychology and Public Policy (2)

This course aims to help students understand the nature of public policy and critically examine the content of PR public policy in areas such as health, education, work, social services, and others. Students will examine the response of the profession in the development and implementation of public policy, and propose public policies that respond to the values and goals of the discipline.

PHS 1874 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.

PHS 1875 Neuropsychological Rehabilitation (2 credits)

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.

PHS 1878 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 in the psychotherapeutic implications. Each student must write a theoretical paper as requisite of the course.

PHS 1881 Advanced Clinical Practicum I (Above 60 hours)

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 APPIC 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.

PHS 1882 Advanced Clinical Practicum II (Above 60 hours)

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 area 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 APPIC 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.

PHS 1883 Advanced Clinical Practicum III (Above 60 hours)

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 in 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.

PHS 1884 Advanced Clinical Practicum IV (Above 60 hours)

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 in 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.

PHS 1885 Advanced Clinical Practicum V (Above 60 hours)

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 in 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.

PHS 1888 Advanced Clinical Practicum: Health Psychology (Above 60 hours)

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.

PHS 1900 Pre-doctoral Internship (2000 hours)

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 1919 Inter professional 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.).

MPH 5601 Scientific Writing (3 Credits)

This course concentrates on writing a research paper and on the effective presentation of scientific information in text, and figures. It emphasizes an approach oriented to the reader, addressing subjects such as: Writing tables, abstract introduction, methods, results, and discussion. Students will learn about the writing process by drafting and revising a manuscript bases on their own research.

MPH 7101 IRB Seminar (1 Credit)

This seminar will expose the student to the regulations for the protection of human and animal subjects in the context of the main types of research methodologies. The main ethical issues underlying the ethical execution of research projects will be initially considered. The regulations expressed in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, The Belmont report, will be considered and will serve as the foundation for the seminar, within the broader ethical perspective initially presented. Students will learn that all government and private institutions receiving funds from the DHHS (including NIH & NIMH) that support or engages in research with human subject adhere to these regulatory requirements guided by the ethical principles of the Belmont Report

References

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- Belar, C. & Perry, N., (1992). National Conference on Scientist/Practitioner Education and Training for the Professional Practice of Psychology. *American Psychologist*, Vol 47 (1), pp. 71-75
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- Raimy, V. C. (1950). *Training in clinical psychology*. New York: Prentice-Hall.
- Rodolfa, E.R., Bent, R.J., Eisman, E., Nelson, P.D., Rehm, L., & Ritchie, P. (2005). A cube model for competency development: Implications for psychology educators and regulators. *Professional Psychology: Research and Practice*, 36, 347-354.

Ponce Health Science University
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Accredited by the American Psychological Association

