
Catalog

2023-2026



PHSU

PONCE HEALTH SCIENCES UNIVERSITY

Tamdiu Discendum Est. Quamdiu Vivas

Statement of Educational Services for Students with VA Study Benefit.

Ponce Health Sciences University is a school approved by the Puerto Rico State Approving Agency to provide academic training to students under the various GI Bill® programs. “GI Bill® is a registered trademark of the US Department of Veterans Affairs (VA).”

Previous Credits - 38 CFR 21.4253 (d)(3)

For students who receive VA study benefits, the validation process is not optional; it must submit transcripts of previous credits so that the institution can evaluate the courses, validating those that can be validated, reducing costs and credits. The student must be notified, and there must be evidence in the student's file.



Other Relevant Information or School Tagline

EQUAL EDUCATIONAL OPPORTUNITY POLICY

The Ponce Health Sciences University (PHSU), as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment based on race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, political affiliation, disability, or status of the veteran. Further, the University will continue to take affirmative steps to support and advance its values consistent with the PHSU mission. This policy applies to admission, students, employment, and access to and treatment in PHSU programs and activities. This is a commitment made by the PHSU and is in accordance with federal, state and/or local laws and regulations.

Revised: 2023

Academic Calendar

School of Medicine AY 2023-2024	FALL SEMESTER		
	MD Y4 July 5 - December 15, 2023	MD Y3/ Y2 July 31 st - December 15, 2023	MD Y1 PHDBM MSMS Ponce & San Juan July 31 st - December 15, 2023
Orientation Period	N/A	N/A	July 17-21, 2023 (MSMS Ponce, MD & PhDBM) July 26-28, 2023 (MSMS San Juan)
Tuition & Fees Due	Friday June 30, 2023	Friday July 28, 2023	July 17, 2023 (MD & PhDBM) July 18, 2023 (MSMS Ponce) July 26, 2023 (MSMS San Juan)
First Day of Classes	Wednesday July 5, 2023	Monday July 31 st , 2023	Monday July 31 st , 2023
Last Day to Add/Drop Refund 80% Late Enrollment Deadline	Wednesday July 12, 2023	Friday August 4, 2023	Friday August 4, 2023
No Show Determination/Census /Refund 50%	Wednesday July 19, 2023	Friday August 11, 2023	Friday August 11, 2023
Holiday ELA Day-PR	Tuesday July 25, 2023	N/A	N/A
Enrollment Certification (New Entrance & Advance Standing)	N/A	Friday August 18, 2023 (MD Y3)	Friday August 18, 2023
Holiday- Labor Day	Monday September 4, 2023	Monday September 4, 2023	Monday September 4, 2023
Fall Population Report	Tuesday September 5, 2023	Tuesday September 5, 2023	Tuesday September 5, 2023
Holiday- Hispanic Heritage /Columbus Day	Monday October 9, 2023	Monday October 9, 2023	Monday October 9, 2023
Holiday - Veterans Day	Friday November 10, 2023	Friday November 10, 2023	Friday November 10, 2023
Holiday-Thanksgiving Break	Thursday November 23, 2023 Friday November 24, 2023	Thursday November 23, 2023 Friday November 24, 2023	Thursday November 23, 2023 Friday November 24, 2023
Last Day to Withdraw/ Last Day to Remove Incom- pletes	Friday December 1, 2023	Friday December 1, 2023	Friday December 1, 2023
Last Day of Classes	Friday December 15, 2023	Friday December 15, 2023	Friday December 15, 2023
Promotions Committee Meeting (Initial)	Wednesday December 20, 2023	Wednesday December 20, 2023	Wednesday December 20, 2023
Christmas Break	December 22, 2023- January 7, 2024	December 22, 2023- January 7, 2024	December 22, 2023- January 7, 2024

School of Medicine 2023-2024	SPRING SEMESTER January 8- May 24, 2024
	MD Y1/Y2/Y3/Y4 PHDBM MSMS Ponce & San Juan
Tuition & Fees Due	Monday January 8, 2024
First Day of Classes	Monday January 8, 2024
Last Day to Add/Drop Refund 80% Late Enrollment Deadline	Friday, January 12, 2024
Holiday- Martin Luther King	Monday January 15, 2024
No Show Determination/ Census/ Refund 50%	Friday January 19, 2024
Spring Population Report	Friday February 2, 2024
Holiday-Presidents Day	Monday February 19, 2024
Holiday- Holy Thursday/Good Friday/ Easter Break	Thursday March 28, 2024 Friday March 29, 2024
Last Day to Withdraw/ Last Day to Remove Incompletes	Friday May 10, 2024
Last Day of Classes	Friday May 24, 2024
Holiday- Memorial Day	Monday May 27, 2024
Promotions Committee Meeting (Initial)	Thursday May 30, 2024
Commencement Ceremony	Wednesday June 5, 2024 (Graduation Candidates)

SUMMER TERM 2023-2024

MD, MSMS, PSY, MPH, DRPH

June 3- July 26, 2024

Tuition & Fees Due	Friday May 31, 2024
First Day of Classes	June Courses- Monday June 3rd, 2024 July Courses- Monday July 1st, 2024
Last Day to Add/Drop Refund 80% Late Enrollment Deadline	Friday June 7, 2024
Refund 50%	Friday June 14, 2024
Holiday-Independence Day	Thursday July 4th, 2024
Census of attendance beginning of the term	June Courses Friday June 14, 2024 July Courses Friday July 12, 2024
Last Day to Withdraw/ Last Day to Remove Incompletes	For courses in June- Friday June 14, 2024 For courses in July- Friday July 12, 2024
Holiday- ELA	Thursday July 25th, 2024
Last Day of Classes	Friday July 26, 2024

School of Behavioral & Brain Sciences 2023-2024	FALL SEMESTER		
	PSY Interns July 5-December 8, 2023	PhD Psy, PsyD, MSSP Ponce & San Juan July 31-December 8, 2023	CNSL August 12-December 9, 2023
Orientation Period	N/A	PhD Psy, PsyD, MSSP- (First Year) July 26-28, 2023	July 26-28, 2023
Seminar (Specific Program and Level)		Monday July 24- Friday July 28, 2023	N/A
Tuition & Fees Due	Friday June 30, 2023	Friday July 28, 2023	Friday August 4, 2023
First Day of Classes	Wednesday July 5, 2023	Monday July 31, 2023	Saturday August 5, 2023
Last Day to Add/Drop Refund 80% Late Enrollment Deadline	Wednesday July 12, 2023	Friday August 04, 2023	Friday August 11, 2023
No Show Determination/Census/Refund 50%	Wednesday July 19, 2023	Friday August 11, 2023	Friday August 18, 2023
Holiday ELA Day-PR	Tuesday July 25, 2023	N/A	N/A
Enrollment Certification (New Entrance & Advance Standing)	N/A	Friday August 25, 2023	Friday August 25, 2023
Holiday- Labor Day	Monday September 4, 2023	Monday September 4, 2023	Monday September 4, 2023
Fall Population Report	Tuesday September 5, 2023	Tuesday September 5, 2023	Tuesday September 5, 2023
Holiday- Hispanic Heritage /Columbus Day	Monday October 9, 2023	Monday October 9, 2023	Monday October 9, 2023
Holiday- Veterans Day	Friday November 10, 2023	Friday November 10, 2023	Friday November 10, 2023
Holiday-Thanksgiving Break	Thursday November 23, 2023 Friday November 24, 2023	Thursday November 23, 2023 Friday November 24, 2023	Thursday November 23, 2023 Friday November 24, 2023
Last Day to Withdraw/ Last Day to Remove Incompletes	Friday December 1, 2023	Tuesday November 28, 2023	Tuesday November 28, 2023
Last Day of Classes	Friday December 15, 2023	Friday December 8, 2023	Saturday December 9, 2023
Promotions Committee Meeting (Initial)	Wednesday December 20, 2023	Thursday December 14, 2023	Thursday December 14, 2023
Christmas Break	December 22, 2023- January 7, 2024	December 22, 2023- January 7, 2024	December 22, 2023- January 7, 2024

Quarter Programs Bachelor Degree in Nursing Master in Science in Family Nurse Practitioner Public Health Program Couples and Family Certificate 2023-2024				FALL QUARTER (Q1)			
		BSN/MSN July 31 st , October 27, 2023		DRPH/MPH July 31 st -October 27, 2023		CFCT August 4- October 27, 2023	
Orientation Period		First Year BSN July 19-20, 2023		First Year MPH/ DRPH July 19-21, 2023		July 26-28, 2023	
Required Bootcamp		July 17-28, 2023 First Year BSN		July 26-August 4, 2023 First Year MPH/DRPH		N/A	
Tuition & Fees Due		Friday July 28, 2023		Friday July 28, 2023		Friday July 28, 2023	
First Day of Classes		Monday July 31 st , 2023		Monday July 31 st , 2023		Friday August 4, 2023	
Last Day to Add/Drop Refund 80% Late Enrollment Deadline		Friday August 4, 2023		Friday August 4, 2023		Friday August 11, 2023	
No Show Determination/Census/Refund 50%		Friday August 11, 2023		Friday August 11, 2023		Friday August 18, 2023	
Enrollment Certification (New Entrance)		Friday August 18, 2023		Friday August 18, 2023		Friday August 25, 2023	
Holiday- Labor Day		Monday September 4, 2023		Monday September 4, 2023		Monday September 4, 2023	
Fall Population Report		Tuesday September 5, 2023		Tuesday September 5, 2023		Tuesday September 5, 2023	
Holiday- Hispanic Heritage /Columbus Day		Monday October 9, 2023		Monday October 9, 2023		Monday October 9, 2023	
Last Day to Withdraw/ Last Day to Remove Incompletes		Friday October 13, 2023		Friday October 13, 2023		Friday October 13, 2023	
Last Day of Classes		Friday October 27, 2023		Friday October 27, 2023		Friday October 27, 2023	
Promotions Committee Meeting (Initial)		Thursday November 2, 2023		Thursday November 2, 2023		Thursday November 23, 2023	

Quarter Programs Bachelor Degree in Nursing Master in Science in Family Nurse Practitioner Public Health Program Couples and Family Certificate 2023-2024				WINTER QUARTER (Q2)			
		BSN/MSN November 6, 2023- February 16, 2024		DRPH/MPH November 6, 2023- February 16, 2024		CFCT November 9, 2023- February 16, 2024	
Tuition & Fees Due		Friday November 3, 2023		Friday November 3, 2023		Friday November 3, 2023	
First Day of Classes		Monday November 6, 2023		Monday November 6, 2023		Thursday November 9, 2023	
Veterans Day		Friday November 10, 2023		Friday November 10, 2023		Friday November 10, 2023	
Last Day to Add/Drop Refund 80% Late Enrollment Deadline		Monday November 13, 2023		Monday November 13, 2023		Thursday, November 16, 2023	
Now Show Determination/Census/Refund 50%		Monday November 20, 2023		Monday November 20, 2023		Thursday November 23, 2023	
Holiday-Thanksgiving Break		Thursday November 23, 2023 Friday November 24, 2023		Thursday November 23, 2023 Friday November 24, 2023		Thursday November 23, 2023 Friday November 24, 2023	
Q2 Population Report		Monday December 4, 2023		Monday December 4, 2023		Monday December 4, 2023	
Christmas Break		December 22, 2023- January 7, 2024		December 22, 2023- January 7, 2024		December 21, 2022- January 8, 2023	
Re-Start of Classes after Break		Monday January 8, 2024		Monday January 8, 2024		Friday January 12, 2024	
Holiday- Martin Luther King		Monday January 15, 2024		Monday January 15, 2024		N/A	
Last Day to Withdraw/ Last Day to Remove Incompletes		Friday February 2, 2024		Friday February 2, 2024		Friday February 2, 2024	
Last Day of Classes		Friday February 16, 2024		Friday February 16, 2024		Friday February 16, 2024	
Holiday-Presidents Day		Monday February 19, 2024		Monday February 19, 2024		N/A	
Promotions Committee Meeting (Initial)		Thursday February 22, 2024		Thursday February 22, 2024		Thursday February 22, 2024	

Quarter Programs Bachelor Degree in Nursing Master in Science in Family Nurse Practitioner Public Health Program Couples and Family Certificate 2023-2024	SPRING QUARTER (Q3)		
	BSN/MSN	DRPH/MPH	CFCT
	February 26-May 24, 2024	February 26-May 24, 2024	March 1-May 24, 20234
Tuition & Fees Due	Friday February 23, 2024	Friday February 23, 2024	Thursday February 29, 2024
First Day of Classes	Monday February 26, 2024	Monday February 26, 2024	Friday March 1, 2024
Last Day to Add/Drop Refund 80%			
Late Enrollment Deadline	Friday March 1, 2024	Friday March 1, 2024	Friday March 8, 2024
No Show Determination/ Census/Refund 50%	Friday March 8, 2024	Friday March 8, 2024	Friday March 15, 2024
Spring Population Report	Tuesday April 2, 2024	Tuesday April 2, 2024	Tuesday April 2, 2024
Holiday- Holly Thursday/Good Friday/ Easter Break	Thursday March 28, 2024 Friday March 29, 2024	Thursday March 28, 2024 Friday March 29, 2024	Thursday March 28, 2024 Friday March 29, 2024
Last Day to Withdraw/ Last Day to Remove Incompletes	Friday May 10, 2024	Friday May 10, 2024	Friday May 10, 2024
Last Day of Classes	Friday May 24, 2024	Friday May 24, 2024	Friday May 24, 2024
Holiday- Memorial Day	Monday May 27, 2024	Monday May 27, 2024	Monday May 27, 2024
Promotions Committee Meeting (Initial)	Thursday May 30, 2024	Thursday May 30, 2024	Thursday May 30, 2024
Commencement Ceremony	Wednesday June 5, 2024	Wednesday June 5, 2024	N/A

Trimester Programs MSMS Online MPH Online 2023-2024	Fall Trimester
	September 5, 2023- December 15, 2023
Tuition & Fees Due	Friday September 1, 2023
First Day of Classes	Tuesday September 5, 2023
Last Day to Add/Drop Refund 80%	
Late Enrollment Deadline	Monday September 11, 2023
No Show Determination/Census/Refund 50%	Monday September 18, 2023
Fall Population Report (Online)	Monday October 2, 2023
Columbus Day/ Hispanic Heritage Celebration- Holiday Recess	Monday October 9, 2023
Veterans Day- Holiday Recess	<i>Will be observed</i> Friday November 10, 2023
Thanksgiving- Holiday Recess	Thursday November 23, 2023 Friday November 24, 2023
Last Day to Withdraw/ Last Day to Remove Incompletes	Friday December 8, 2023
Last Day of Classes	Friday December 15, 2023
Promotions Committee Meeting (Initial)	Wednesday December 20, 2023
Christmas Recess	Friday December 22, 2023 to Sunday January 7, 2024

	Spring Trimester
	January 8, 2024- April 19, 2024
Tuition & Fees Due	Monday January 8, 2024
First Day of Classes	Monday January 8, 2024
Last Day to Add/Drop Refund 80%	
Late Enrollment Deadline	Friday January 12, 2024
Martin Luther king- Holiday Recess	Monday January 15, 2024
No Show Determination/Census/Refund 50%	Friday January 19, 2024
Spring Population Report	Friday February 2, 2024
Presidents Day- Holiday Recess	Monday February 19, 2024
Holiday Recess- Holy Thursday/Good Friday/ Easter Break	Thursday, March 28, 2024 Friday March 29, 2024
Last Day to Withdraw/ Last Day to Remove Incompletes	Friday April 5, 2024
Last Day of Classes	Friday April 19, 2024
Promotions Committee Meeting (Initial)	Thursday April 25, 2024

Trimester Programs MSMS Online MPH Online 2023-2024	Summer Trimester
	May 6, 2024- August 16, 2024
Tuition & Fees Due	Friday May 3, 2024
First Day of Classes	Monday May 6, 2024
Last Day to Add/Drop Refund 80% Late Enrollment Deadline	Friday May 10, 2024
No Show Determination/Census/ Refund 50%	Friday May 17, 2024
Holiday- Memorial Day	Monday May 27, 2024
Summer Trimester Population Report	Monday June 3, 2024
Holiday- Juneteenth	Wednesday June 19, 2024
Last Day to Withdraw/ Last Day to Remove Incompletes	Friday August 2, 2024
Last Day of Classes	Friday August 16, 2024
Promotions Committee Meeting (Initial)	Thursday August 22, 2024

San Juan University Center AY 2023-2024	FALL SEMESTER		
	MSMS San Juan July 31 st - December 15, 2023	PsyD & MSSP San Juan July 31-December 8, 2023	PSY Interns July 5-December 8, 2023
Orientation Period/ Specific Seminars	Orientation period: July 26-28, 2023	PsyD & MSSP- (Y1) Orientation July 26-28, 2023 Seminar: Monday July 31- Friday August 4, 2023	N/A
Tuition & Fees Due	July 26, 2023 (MSMS San Juan)	Friday July 28, 2023	Friday June 30, 2023
First Day of Classes	Monday July 31 st , 2023	Monday July 31, 2023	Wednesday July 5, 2023
Last Day to Add/Drop Refund 80% Late Enrollment Deadline	Friday August 4, 2023	Friday August 04, 2023	Wednesday July 12, 2023
No Show Determination/Census/Refund 50%	Tuesday August 11, 2023	Friday August 11, 2023	Wednesday July 19, 2023
Holiday ELA Day-PR	N/A	N/A	Tuesday July 25, 2023
Enrollment Certification (New Entrance & Advance Standing)	Friday August 18, 2023	Friday August 25, 2023	N/A
Holiday- Labor Day	Monday September 4, 2023	Monday September 4, 2023	Monday September 4, 2023
Fall Population Report	Tuesday September 5, 2023	Tuesday September 5, 2023	Tuesday September 5, 2023
Holiday- Hispanic Heritage /Columbus Day	Monday October 9, 2023	Monday October 9, 2023	Monday October 9, 2023
Holiday Veterans Day	Friday November 10, 2023	Friday November 10, 2023	Friday November 10, 2023
Holiday-Thanksgiving Break	Thursday November 23, 2023 Friday November 24, 2023	Thursday November 23, 2023	Thursday November 23, 2023 Friday November 24, 2023
Last Day to Withdraw/ Last Day to Remove In-completes	Friday December 1, 2023	Friday November 24, 2023	Friday December 1, 2023
Last Day of Classes	Friday December 15, 2023	Tuesday November 28, 2023	Friday December 15, 2023
Promotions Committee Meeting (Initial)	Wednesday December 20, 2023	Friday December 8, 2023	Wednesday December 20, 2023
Christmas Break	December 22, 2023- January 7, 2024	Thursday December 14, 2023	December 22, 2023- January 7, 2024

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General Information

History

The Ponce Health Sciences University is a higher education institution of academic excellence located in Ponce, a city on the southern coast of the tropical island of Puerto Rico. Puerto Rico (PR) is a territory of the United States (US) and is subject to PR and US regulations.

The institution was founded in 1977 by the Catholic University of Puerto Rico. Two years later, the University decided to phase out the barely established medical program. In January 1980, the Ponce Medical School Foundation, Inc., assumed responsibility for the school's operation. Ponce School of Medicine graduated its first class of twenty-three students in 1981. Since then, it has operated uninterruptedly and has graduated more than 2,300 physicians and 1,200 other health professionals.

Ponce School of Medicine and Health Sciences was acquired by Arist Health Sciences University, Public Benefit Corporation, (Arist) on September 5, 2014, to operate Ponce Health Sciences University (PHSU). The entity changed its name to Tiber Health, Public Benefit Corporation in 2017. Unique in its mission but global in its vision, Tiber Health is developing a global network of affiliated health sciences universities and related institutions that are driven by a common and unrelenting commitment to superior student preparation that leads to excellent patient care and discoveries that improve the human condition.

Aligned with its mission, and to strengthen the research mission of the university, the PHSU affiliated with the Ponce Research Institute (PRI), an entity established by the Ponce Medical School Foundation, Inc., with the mission “to make a difference by solving health disparities through groundbreaking, innovative and relevant research that has a global impact in health care”. The PRI research teams are led by faculty members of the PHSU dedicated to ongoing research in the Basic, Behavioral, Public Health, and Clinical Sciences.

The Ambulatory Center for Medical Research (CAIMED in Spanish) was initiated in 2001 and is participating in multiple clinical studies aimed at improving the quality of healthcare being offered to our population.

Affiliations with prestigious educational and scientific institutions, training programs, and healthcare services (both in the continental U.S. and in Puerto Rico) have also been established.

PHSU has four Schools: The School of Medicine, the School of Behavioral and Brain Sciences, the School of Nursing, and the Dental School. The School of Medicine includes the Medical Education

Program, the Biomedical Sciences PhD Program, and the Master of Science in Medical Sciences. The Master of Science in Medical Sciences (MSMS) was incorporated in 2014, for those students who want to supplement the undergraduate record with an enhanced science preparation to be eligible for admission to any of the health professions, including medicine.

The School of Behavioral and Brain Sciences includes Doctoral Programs in Clinical Psychology (PsyD and PhD), a Master of Science degree in School/Clinical Psychology with specializations in Neuropsychology or Neuroscience of Learning, and two professional certificates (Certificate in Couples and Family Therapy and the Postgraduate Certificate in Neuroscience of Learning).

The School of Nursing includes the Bachelor's in Nursing (BSN) and the Master in Family Nurse Practitioner (MFNP). The BSN is the only bachelor's degree program at PHSU, initiated in 2017. It was accredited by the Commission on Collegiate Nursing Education (CCNE) during 2021.

The School of Dental Medicine is the newest school, offering the Predoctoral Dental (DMD) Education Program conducive to a Doctorate in Dental Medicine. This program was initially accredited by the Commission on Dental Accreditation (CODA) in 2023. It is scheduled to begin during the fall of 2024.

PHSU also has a Public Health Program (PHP) that includes Master's in General Public Health, Environmental Sciences and Epidemiology, and a DrPH in Epidemiology. In 2024, the PHP will begin a new master's specialty in International Health, offered completely by distance education.

Ponce Health Sciences University Main Campus

Phone: 787-840-2575

Mailing Address: P.O. Box 7004 Dr. Ana Dolores Pérez Marchand St. Ponce, PR 00732

Physical Address: 388 Zona Industrial Reparada 2 Ponce, PR 00716

Ponce Health Sciences University San Juan Campus

Phone: 787-787-728-2134

Mailing Address: Po Box 7004, Ponce, PR 00732-7004

Physical Address: Universidad del Sagrado Corazón, Calle Rosales, Esq. San Antonio, Parada 26.5, Santurce, San Juan, PR 00914

Accreditation

Licensure and Accreditation

Puerto Rico State License:

Ponce Health Sciences University (PHSU) is licensed by the Board of Postsecondary Institutions (Junta de Instituciones Postsecundarias-JIP) to operate in Puerto Rico. The next site visit for the renewal of the license is scheduled for 2024.

Contact Information:

Junta de Instituciones Postsecundarias (JIP)

Calle San José, Esq. San Francisco

Viejo San Juan

PO Box 9023271

San Juan, PR 00902-3271

Phone: (787) 722-2121

Email: deptestadopr@estado.pr.gov

Web: <https://www.estado.pr.gov>

Institutional Accreditation:

The Institution is accredited by the Middle States Commission on Higher Education (MSCHE), the regional accreditor for institutions of higher education in Puerto Rico. The next accreditation site visit is scheduled for 2026-27.

Contact Information:

Middle States Commission on Higher Education

3624 Market Street, 2nd Floor West

Philadelphia, PA 19104-2680

Phone: (267) 284-5000

Fax: (215) 662-5501

Web: www.msche.org

Programmatic Accreditations:

The Medicine Doctoral (MD) Program is accredited by the Liaison Committee on Medical Education (LCME). The next accreditation site visit is scheduled for 2023-24.

Contact Information:

Liaison Committee on Medical Education

American Medical Association

330 North Wabash Avenue Suite 39300
Chicago, IL 60611—5885
Phone: (312) 464-4933

Liaison Committee on Medical Education

Association of American Medical Colleges
655 K Street, NW Suite 100
Washington, DC 20001-2399
Phone: 202- 828-0596
Web: www.lcme.org

The Public Health Programs (MPH and DrPH) are accredited by the Council on Education for Public Health (CEPH). The next accreditation site visit is scheduled for 2026.

Contact Information:

Council on Education for Public Health

1010 Wayne Avenue, Suite 220
Silver Springs, MD 20910-5660
Phone: (202) 789- 1050
Fax (202) 789-1895
Web: www.ceph.org

The PsyD and PhD Clinical Psychology Programs are accredited by the American Psychological Association (APA). The next accreditation site visit is for 2032 and 2028, respectively. The PsyD Clinical Psychology Program at San Juan Campus was accredited by the American Psychological Association (APA) in 2022.

Contact Information:

American Psychological Association

750 First Street, NE
Washington, DC 20002-4242
Phone: (800) 374-2721; (202) 336-5500
Web: www.apa.org

Specialized Accreditations

The Psychiatric and Dermatology Residency Programs, located at PHSU Wellness Center, are fully accredited by the Accreditation Council of Graduate Medical Education (ACGME).

Contact Information:

Accreditation Council of Graduate Medical Education

Accreditation Council for Graduate Medical Education

515 North State Street, Suite 2000

Chicago, IL 60654

Telephone: 312.755.5000

Fax: 312.755.7498

Web: <https://www.acgme.org>

The Continuing Medical Education Program is accredited by the Accreditation Council for Continuing Medical Education (ACCME). The next evaluation is scheduled for 2027.

Contact Information:

Accreditation Council for Continuing Medical Education

515 N. State Street Suite 1801

Chicago, IL 60654

Phone : (312) 527-9200

Web: www.accme.org

The Baccalaureate Degree Program in Nursing at Ponce Health Sciences University is accredited by the Commission on Collegiate Nursing Education (CCNE). The next accreditation site visit is scheduled for Spring 2026.

Contact Information:

Commission on Collegiate Nursing Education (CCNE)

655 K Street NW Suite 750

Washington, DC 20001

Phone : (202) 887-6791

Web: <https://www.aacnnursing.org/CCNE>

The Program in Dental Education received initial accreditation from the Commission on Dental Accreditation (CODA). The Commission is a specialized accrediting body recognized by the United States Department of Education.

Contact Information:

Commission on Dental Accreditation (CODA)

211 East Chicago Avenue

Chicago, IL 60611

Phone : (312) 440-4653

Web: <https://www.coda.ada.org/>

Academic Year & Terms

Regular Academic Year: The Academic Year for PHSU consists of two semesters and a summer session. The first semester is typically from August through December and the second from January through May. The Quarter program has three sessions, fall, winter, and spring. The trimester program is composed of three sessions, fall, spring, and summer trimesters. All terms begin and end by dates established in the Academic Calendar. The Academic Year starts on July 1 and ends on June 30 each year.

Summer Session: The summer session is offered during June and July through the dates established in the Academic Calendar.

Important Dates

Admissions: The application deadline is the last day for the filing period for the term the student wishes to enter:

Doctor in Medicine (MD)	December 30
Dental Medicine Doctor (DMD) (Available in Ponce, PR)	January 31
Doctor of Philosophy in Biomedical Sciences (PhD)	April 15
Doctor of Psychology in Clinical Psychology (PsyD) Doctor of Philosophy in Clinical Psychology (PhD) Doctor of Public Health with Specialty in Epidemiology (DrPh)	May 30
Master of Science in Medical Sciences (MSMS) Master of Science in School Psychology (MSSP) <ul style="list-style-type: none">• <i>Neuropsychology (Ponce & San Juan)</i>• <i>Neurosciences of Learning (Ponce)</i> Master of Public Health (MPH) <ul style="list-style-type: none">• <i>General</i>• <i>Environmental Health</i>• <i>Epidemiology</i>	June 30
Postgraduate Certificate of Neurosciences of Learning Professional Certificate in Family and Couples Therapy Master of Sciences in Nursing in Family Nurse Practitioner (MSN/FNP) Bachelor of Science in Nursing (BSN)	July 30

Affiliated Institutions

Ponce Health Sciences University is affiliated with several hospitals, health care facilities and organizations. The Institution also owns an intramural multispecialty ambulatory healthcare center located on its main campus. It also administers a mental health facility in Ponce. The affiliation network provides over 2,000 beds and several ambulatory facilities available for clinical teaching and training. The affiliated institutions for the Medical Education Program include the following, among others:

- Ashford Presbyterian Community Hospital, San Juan
- Bella Vista Hospital, Mayagüez
- Centro Médico Menonita, Cayey
- Clínica Castañer, Adjuntas
- Costa Salud 330 Clínica (Rincón & Aguada)
- Damas Hospital, Ponce
- HIMA Hospital, Bayamón
- HIMA Hospital, Caguas
- Hospital Buen Samaritano, Aguadilla
- Hospital El Maestro, San Juan
- Hospital Episcopal San Lucas- Guayama
- Hospital Episcopal San Lucas, Ponce
- Hospital General Castañer, Lares
- Hospital General Menonita de Aibonito
- La Concepción Hospital, San German
- Manatí Medical Center, Manatí
- Mayagüez Medical Center, Mayagüez
- Med Centro Ambulatory Center - (Ponce, Peñuelas, Villalba, Juana Díaz)
- Metro Pavía - Hospital Metropolitano Dr. Pila, Ponce
- Metro - Pavía Hospital, Yauco
- Migrant Health System Clinics - Mayagüez, Guánica, San Sebastián, Lajas, Yauco, Maricao, Morovis, Isabela
- PHSU Wellness Center, Ponce
- PR Children's Hospital, Bayamón
- San Cristóbal Ambulatory Clinics, Ponce
- San Cristóbal Hospital, Ponce
- San Jorge Children's Hospital, Santurce
- San Juan Capestrano Hospital, San Juan
- Urban Health System, Bronx, NY*

- VA Caribbean - Mayagüez Outpatient Clinic, Mayagüez
- VA Caribbean - Ponce Outpatient Clinic, Mayagüez
- VA Caribbean Healthcare System
- Wyckoff Medical Center, Brooklyn, NY

These Practicum Sites are also available for the Clinical Psychology Program:

- APS Healthcare - MultiMed Services - Ponce
- Cristiano de Ayuda a la Familia Center - Ponce
- Integral Multidisciplinario Center - Aibonito (CIMA)
- Administración de Instituciones Juveniles
- Administración de Salud Mental y Contra la Adicción (ASSMCA)
- Albergue Olímpico
- Behavioral Health Center (CAPSI, PROPA and MECA) - PHSU
- Centro Integral Multidisciplinario de Aibonito (CIMA)
- Clínica de Servicios Psicológicos (CSP)
- Corporación para el Desarrollo del Centro Ponceño de Autismo
- Damas Hospital
- Hogar Albergue de Niños de San Germán, Inc. Portal de Amor
- Hospital Episcopal San Lucas – Ponce
- La Guadalupe Hospice - Ponce
- Love Lines de PR, Inc.
- Madre Dominga, Casa de Belén Center
- Metropolitano Tito Mattei Hospital
- PHSU Wellness Center
- Ponce Head Start
- Psiquiátrico Estatal, ASSMCA Hospital
- Psiquiátrico Forense, ASSMCA Hospital
- Servicios Comunitarios Vida Plena Center
- Servicios Psicológicos Raigambre Center
- Sister Isolina Ferre Center – Ponce
- Social Attitude Institute
- Unidad Psiquiátrica y de Hospitalización de Adolescentes, ASSMCA

The Following Practicum Sites are also available for the Public Health Program:

- Administración de Instituciones Juveniles
- Agencia de Protección Ambiental
- Ana G. Mendez

- ARMY Medical Center
- Ashford Presbyterian Community Hospital - El Presby
- ASSMCA
- Catholic Medical Mission Board
- CDI Laboratories
- Centro Integral Multidisciplinario de Aibonito
- Centro Madre Dominga Belén
- CDC) / Hospital Episcopal San Lucas
- Centro Ponceño de Autismo
- Centro Sor Isolina Ferré
- Coalition of Coalitions for the Homeless People Inc.
- Consejo Renal de Puerto Rico
- Correctional Health Services
- Cruz Roja Americana – Capítulo de Puerto Rico
- Departamento de Salud, San Juan, Puerto Rico Centro de Preparación en Bioseguridad
- Departamento del Trabajo
- Duke University
- Environmental Protection Agency -EPA
- Facultad de Medicina de la Universidad de la Frontera (Chile)
- FDA – Puerto Rico
- Florida Hospital
- Forensic Institute
- Fundación Acción Social, El Shaddai, Inc.
- George Washington University – Washington DC
- Hospital Bella Vista, Inc.
- Hospital Buen Samaritano
- Hospital de la Concepción
- Hospital Episcopal San Lucas, Ponce
- Hospital General Menonita Aibonito
- Hospital Metropolitano Cabo Rojo
- Hospital Metropolitano Dr. Pila – Ponce
- Hospital Metropolitano Dr. Tito Mattei
- Hospital San Cristobal – Ponce
- Institute for Family Health
- Instituto de Ciencias Forenses del Estado Libre Asociado de Puerto Rico – San Juan
- Madre Tierra Atabey – Peñuelas
- MED Centro – Ponce

- National Institutes of Health, Clinical Center, Social Work Dept. – Washington DC
- Naval Medical Center
- Puerto Rico Hospital Association
- Recinto Ciencias Médicas – UPR, San Juan
- Renal Dialysis Association – San Juan & Mayaguez
- San Juan Arthritis and research center – San Juan
- Universidad de California MEE Memorial Hospital
- Universidad Interamericana de PR – San Juan
- UIPR – CECIA – San Germán
- University of New Mexico Hospital

Mission Statements and Goals

Mission

The mission of Ponce Health Sciences University (PHSU) is to provide a world-class, culturally competent, health sciences education to the population we serve, through innovative adaptive learning environments focused on the success of its students to become ethical practitioner's and scientists.

Vision

The PHSU vision is to build upon its reputation as a prestigious academic and research leader by continuing to educate underrepresented diverse populations while focusing research efforts on solving health disparities.

Goals

- To continue its commitment to excellence in educational achievement by recruiting outstanding diverse students and faculty and providing the appropriate resources for the development of high-quality academic programs.
- To expand its academic and professional educational offerings to include other health related fields.
- To enhance recognition of the institution's commitment to excellence in basic and clinical research, scholarship, and creative pursuits, supporting existing investigators and recruiting new highly qualified researchers.
- To expand and improve its high quality medical, mental health, diagnostic and therapeutic services.
- To continue to be an institution that prepares ethical professionals and scientists that contribute to society in general and to Puerto Rico in particular.

Governance

Board of Directors

Secretary	Guillermo Picó, JD
Member	Charles P. Rose, JD
Member	Daniel Pianko, MBA
Member	Gregg Rosenthal, MBA
Member	Ryan Craig, JD
Member	Aracelis Vidal Rivera, Esq.
Member	Francisco J. Cerra-Fernández, MD
Member	Ramón Torres, DBA
Member	David Boodt
Ex-Officio Member	David Lenihan, PhD

Administration

Principal Administrators

Chief Executive Officer, Tiber Health Corporation	David Lenihan, PhD, DC, JD
Ponce Health Sciences University President	Gino Natalicchio, PhD
Chief Financial Officer	Alejandro Ramirez, MBA
Vice President of Strategic Planning and Institutional Development	Israel Alexander Ruiz, JD, MBA
Chief Compliance Officer	Waleska Murphy, JD
Vice President of Research & President of the Ponce Research Institute	Kenira Thompson, PhD
Vice President for Academic Affairs	Elizabeth Rivera Mateo, EdD
Vice President for Student Affairs	Elisandra Rodriguez Moreno, MS
Vice President for Marketing and Enrollment	Emsley Vázquez, MS
Vice President of Finance	Bethzaida Cruz, MBA, CPA
Accreditation Liaison Officer	Gladys E. Pereles, EdD
Director PHSU Wellness Center	Juliette Rivera, PsyD
Director of Assessment and Institutional Effectiveness	Abner Colón Ortiz, EdD

Director of Ambulatory Center for Medical Research	Elizabeth Barranco, MD
Director of Continuing Medical Education	Israel Alexander Ruiz, JD, MB
Director of the Library	Carmen Malavet, MLS
Budget Director	Joselyn Natal, MBA
Director of Purchasing	Yvette Colón
Admissions Coordinator	Astrid Velázquez, MBA
Associate Director for Financial Aid	Janira Narvaez
Financial Aid Administrator	Elisandra Rodriguez, MS
Registrar	Ivette Oliveras, MBA
Dean of the School of Medicine	Olga Rodríguez de Arzola, MD
Associate Dean for Medical Education	Georgina Aguirre, MD
Associate Dean for the Master in Scienc in Medical Sciences	Darah Fontánez, PhD
Assistant Dean for International Students	Aníbal Torres, MD
Associate Dean for Faculty and Clinical Affairs	Norma Arciniegas, MD
Associate Dean for Student Affairs & Career Development	Orlando Torres, MD
Dean for the School of Behavioral and Brain Sciences	Yaritza López, PhD
Dean of School of Dental Medicine	Noel Aymat, DMD, FAAPD, JD
Associate Dean of Dental Medicine	Margarita Bonilla, DMD
Dean for School of Nursing	Aziza Mahmud, PhD
Associate Dean for Public Health	Vivian Green, PhD
Associate Dean for Doctoral Biomedical Science Program	Vanessa Rivera Amil, PhD
Assistant Dean of Clinical Training in Psychology	María Garrido, PhD

Department Directors/Clinical Coordinator

Basic Science Director

Richard J. Noel Jr. PhD

Basic Sciences Coordinators

Anatomy	Juan Fernández, PhD
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Biochemistry	Pedro Santiago, PhD
Microbiology	Nilda Zapata, MD
Pathology	Adalberto Mendoza, MD
Physiology	Angel Isidro, MD
Pharmacology/Toxicology	Martin Hill, PhD

Clinical Sciences Directors

Emergency Medicine	Carlos García Gubern, MD
Family and Community Medicine	Malynie Blanco, MD
Medicine	Miguel Magraner, MD
Obstetrics-Gynecology	Manuel Martinez, MD
Pediatrics	Orlando Torres, MD
Psychiatry	Pedro Castaing, MD
Surgery	Anibal Torres, MD

Inter Departmental Programs/Divisions Coordinators

Medical Ethics	Francisco Torres, MD
Introduction to Clinical Skills	Ana G. Beauchamp, MD
Fundamental Pathophysiology for Clinical Medicine	William Santiago, MD
Clinical Correlation- Problem-Based Learning	Victoria Michelen, MD
Standardized Patients Division	Marta Febo, MD
Community and Geriatric Division	Waleska Pietri, MD

Misrepresentation

Ponce Health Sciences University is dedicated to ensuring that consumer information is not misrepresented in our communication and marketing strategies. We define misrepresentation as follows:

Any false, erroneous or misleading statement an eligible institution, one of its representatives, or any ineligible institution, organization, or person with whom the eligible institution has an agreement to provide educational programs, or to provide marketing, advertising, recruiting or admissions services makes directly or indirectly to a student, prospective student or any member of the public, or to an accrediting agency, to a state agency, or to the Secretary. A misleading statement includes any statement that has the likelihood or tendency to deceive or confuse. A statement is any communication made in writing, visually, orally, or through other means.

Misrepresentation includes the dissemination of a student endorsement or testimonial that a student gives either under duress or because the institution required the student to make such an endorsement or testimonial to participate in a program.

Academic Information

Admission to the University

Applicants to Ponce Health Sciences University are selected based on scholastic achievement, fitness and aptitude for the study and other personal qualifications. The Admissions Committees also considers the use of language, special aptitudes, mechanical skills, stamina, perseverance, and motivation. Students are admitted based on individual qualifications, regardless of handicap, sex, race, religion, age, national origin, marital status, neither sexual nor political orientation.

PHSU Admissions Office and the Admissions Committees act in accordance with “Americans with Disabilities Act of 1990” which includes changes made by the ADA Amendments Act of 2008, which became effective on January 1, 2009. Once the candidate is accepted, if he/she needs special accommodations, he/she is responsible to contact the Academic Affairs Office for further information. It is the student's responsibility to make his/her condition known to PHSU Administrators and to seek out assistance.

Applicants with disabilities will be evaluated on a case-by-case basis in accordance with the medical technical standard guidelines as suggested by the Association of American Medical Colleges. All students must possess the physical and emotional capabilities required to independently undertake the full curriculum and to achieve the levels of competence required by the faculty.

Immunization Policy

This policy establishes guidelines for the immunization requirements by program, based on the CDC and the Puerto Rico Department of Health guidelines. This policy applies to all PHSU students.

Ponce Health Sciences University (PHSU) adheres to the CDC norms on adult and health care worker's immunization and to the Puerto Rico Law of Immunizations, Law # 25, approved on September 25, 1983.

Immunization requirements may vary according to the student program and based on the recommendations of the Centers of Disease Control (CDC) and the State Health Department of Puerto Rico. Students 21 years and older are exempt from presenting the PVAC-3 form, instead these will present evidence of Hep B immunization. Medical Education and Nursing students must present the PVAC-3, titters, or other immunization evidence regardless of the age.

International and Mainland students must present the evidence of immunization expedited in their country of origin to the PR Department of Health to obtain the PVAC-3 form.

PHSU requires a Health Certificate authorized by the Health Department of Puerto Rico to all new students as part of the admissions requirements.

Only for Medicine and Nursing Programs- Actively enrolled students in the Doctor in Medicine and the Nursing programs must present an annual Health Certificate during the Fall Enrollment.

Vaccines Guideline

The following immunizations are required for underage students and healthcare programs:

Vaccines	Recommendations in brief
<u>Hepatitis B</u>	<p>If you don't have documented evidence of a complete hepB vaccine series, or if you don't have a blood test that shows you are immune to hepatitis B (i.e., no serologic evidence of immunity or prior vaccination) then you should:</p> <p>Get a 3-dose series of Recombivax HB or Engerix-B (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2) or a 2-dose series of Heplisav-B, with the doses separated by at least 4 weeks.</p> <p>Get an anti-HBs serologic test 1-2 months after the final dose.</p> <p>See Prevention of Hepatitis B Virus Infection in the United States: Recommendations of the ACIP.</p>
<u>Flu (Influenza)</u>	Get 1 dose of influenza vaccine annually.
<u>Tdap (Tetanus, Diphtheria, Pertussis)</u>	<p>Get a one-time dose of Tdap as soon as possible if you have not received Tdap previously (regardless of when previous dose of Td was received).</p> <p>Get either a Td or Tdap booster shot every 10 years thereafter.</p> <p>Pregnant HCWs need to get a dose of Tdap during each pregnancy.</p>
<u>Meningococcal</u>	Microbiologists who are routinely exposed to <i>Neisseria meningitidis</i> should get meningococcal conjugate vaccine and serogroup B meningococcal vaccine.
<u>MMR (Measles, Mumps, & Rubella)</u>	<p>If you were born in 1957 or later and have not had the MMR vaccine, or if you don't have a blood test that shows you are immune to measles or mumps (i.e., no serologic evidence of immunity or prior vaccination), get 2 doses of MMR (1 dose now and the 2nd dose at least 28 days later).</p> <p>If you were born in 1957 or later and have not had the MMR vaccine, or if you don't have a blood test that shows you are immune to rubella, only 1 dose of MMR is recommended. However, you may end up receiving 2 doses, because the rubella component is in the combination vaccine with measles and mumps. For HCWs born before 1957, see the MMR ACIP vaccine recommendations.</p>
<u>Varicella (Chickenpox)</u>	If you have not had chickenpox (varicella), if you haven't had varicella vaccine, or if you don't have a blood test that shows you are immune to varicella (i.e., no serologic evidence of immunity or prior vaccination) gets 2 doses of varicella vaccine, 4 weeks apart.

*Table directly extracted from the *CDC Recommended Vaccines for Healthcare Workers*. *

To learn more about these diseases and the benefits and potential risks associated with the vaccines, read the [Vaccine Information Statements \(VIS\)](#).

Medical Students in the third and fourth year should have the Influenza vaccine before entering the clinical clerkships. Nursing and Psychology students should have the Influenza vaccine before entering to clinical sites.

Exemptions for Vaccination

The Puerto Rico Department of Health (Article 5 of Law 25 of September 25, 1983, as amended, better known as the Immunization Law for Preschool Children and Students) allows exemptions to the immunization requirements due to religious or health reasons, including catastrophic diseases and pregnancy. In these cases, the student must complete an Immunization Exemption Form that must be certified by a physician and/or attorney, depending on the reasons for exemptions.

No exemptions will be allowed in the Medical and Nursing Programs, these students must comply with the CDC regulations for health professionals.

Sanctions

Students applying for admissions must adhere to the immunization policy. Not complying with the immunization requirements may be cause for revoking an acceptance to a PHSU program.

All students who are not in compliance with the immunization's requirements may be barred from participation in clinical activities at the discretion of each program Dean. Students with missing vaccination documents have the following options:

- a. Present titers of antibodies for the required vaccines. A student with negative titers is recommended to undergo immunizations.
- b. Students who decide not to undergo immunization due to religion, pregnancy or health reasons must present a notarized document certifying the above reasons for declining immunization. Students enrolling in healthcare programs must submit to the immunizations requirements and will not be able to continue in the program unless they present the required evidence. PHSU will not be responsible for the denial of access to clinical centers, internships, practices, and other activities regulated by third parties, especially if compliance with immunization requirements is part of the policies of said institution. The student is responsible for complying with all PHSU institutional policies and all the policies of the clinical and practicum sites.

Students in non-compliance will be submitted to the sanctions described in this policy and may be submitted to additional sanctions as described in the Student Policy Manual.

Readmissions

Ponce Health Sciences University (PHSU) students dismissed from a program for academic reasons will not be readmitted to that program. No student will be allowed readmission to any program after dismissal for disciplinary reasons.

A readmission is defined as a candidate who previously attended PHSU withdrew and requested admission to the same or another program after one year of inactivity.

Candidates with a withdrawal status returning to the same program inactive for less than a year will be considered re-entries.

PHSU will consider for readmission students who voluntarily withdrew from the program for medical or personal reasons and were in good standing or Satisfactory Academic Progress at the time of the withdrawal. Administrative withdrawals may be considered for readmission on a case-by-case evaluation basis, as long as the administrative withdrawal does not respond to a dismissal.

The application for readmission will be submitted to the Admissions Office, readmission applicants must meet all requirements at the time of application for readmission. Those students who were inactive less than a year will submit the re-entry application in the Registrar's Office and must meet all the requirements at the time of application.

Readmissions and re-entry applications will be evaluated by a Readmissions Ad Hoc Committee composed by the Academic Department Dean or its delegate, the Student Affairs Vice President or its delegate and representation from the student services offices. After evaluation of readmissions by the Committee, the candidates who comply with basic requirements will be referred to the admissions committee for one of the following determinations:

- Denied re-admission.
- Admitted and one of the following:
 - Required to re-enter the first-year class.
 - Required to repeat incomplete (I) courses.
 - Allowed full credit of work successfully completed.
 - Transfer some credits to a different program.
 - Other considerations.

A student readmitted to any program must abide by the curricular requirements and the rules and regulations in effect at the time of readmission.

Re-entry applicants who comply with basic requirements will be evaluated by the Committee and referred to the admissions committee for one of the following determinations:

- Denied re-entry.
- Authorized re-entry and one of the following:
 - Require completing (I) courses.
 - Allowed full credit of work successfully completed.
 - Other considerations.
- For more details of PHSU tuition and fees please refer to: [Tuition and fees 2023-2024.pdf \(psm.edu\)](https://psm.edu/tuition-and-fees-2023-2024.pdf)

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Student Classification/Status

Academic Classification

Each academic program specifies the criteria for full time, half time and less than half time classifications. Medical students are required to be enrolled full time.

Student Status (full-time or half-time)

Graduate students

A student with 6 or more credits per semester/quarter/trimester will be considered a full-time student. A student with 3 to 5 credits per semester will be considered a half-time student.

Undergraduate Students

Nursing students at PHSU are classified for financial aid purposes as follows:

- Full time student - student enrolled in 12 or more credits by term/quarter
- Three- fourth student - student enrolled in 9 to 11 credits by term/quarter
- Half-time student - student enrolled in 6 to 8 credits per term/quarter
- Part-time student -student enrolled in less than 6 credits term/quarter

Student Classification for Tuition Purposes

Students are considered as residents if they present evidence of legal residence in Puerto Rico, Missouri, or Illinois two years prior to entering PHSU. Students must show evidence of income tax filing to any of the states or territories mentioned for two consecutive years. In the case of dependent individuals, parents or tutor evidence of income tax filing could be acceptable.

- Non-Resident Students - Students with United States citizenship who are not legal residents of Puerto Rico, Missouri or Illinois.
- Foreign or International Students – Students without United States Citizenship who come to USA for purpose of studying. Foreign students must pay non-resident tuition rates.

Special Classification for Medical Students

- Students on special academic activities (SSAA)- Students who are authorized by PHSU to engage in academic activities outside the school, such as special research projects.
- Students on independent studies (SIS)- Students who are authorized to spend up to one semester taking special courses to prepare themselves for the next level of studies.
- Students under this special classification will receive academic approved leave and a status of Not Enrolled.

Cross Registration

Upon the approval of the Program Directors, students enrolled in a Program will take courses from another graduate Program at PHSU. The courses taken from the other Program must not be offered in his/her Program.

A maximum of credit hours for cross registration is determined by the Program Director based on the maximum free elective courses in his/her Program's curriculum or pre-requisites established for the program which are allowed to complete through cross registration.

The student must be a regular student in his/her Program and in satisfactory academic progress to be able to benefit from cross registration. If the student is a new entrance student completing pre-requisites a regular admission with conditions student status is allowed.

The process to be followed is:

1. Student must submit a written request to his/her Program Director of his/her intention with evidence of his/her status as regular student and satisfactory academic progress. New entrance students will only submit a written request to the Program Director.
2. His/her Program Director will consult with the other Program Director to receive authorization.
3. The primary Program Director will submit a written request to the Vice President for Academic Affairs or its designee for approval or disapproval. If it is approved, a copy of the approval will be sent to the Registrar's and Financial Aid Office. The admissions office will also receive a copy for new entrance student's cases.

The Program Director will inform the student of the decision.

Transfer of Credits

The Ponce Health Sciences University (PHSU) is a higher education institution that offers graduate courses. PHSU has established the following institutional policy to guide the transfer of credits for the courses that students have taken in other academic institutions.

The maximum number of total credits that may be recognized shall not be more than 30 percent of the total number of credits in the curriculum, to complete the graduation requirements, except for the Medical Education Program.

A formal/written request for the transfer of credits must be filled out at the Admission's Office in the Deanship of Students Affairs. Requests for transfer of credits must be made no later than the second week of classes of the first trimester/semester for entering students at PHSU.

It is the responsibility of the student to facilitate the official catalog and transcript from the institution on which the courses were taken. Only original transcripts are accepted and must be sent directly from the University of Origin to the Registrar's Office of PHSU. Only graduate courses from institutions accredited by the Puerto Rico Council of Education (PR-CE) or by a regionally accrediting agency (MSCHE or equivalent) are eligible for transfer of credits. Students applying under the veteran's educational benefits, who have completed previous studies at other institutions, must follow this transfer of credits policy and procedures.

An ad hoc transfer of credits committee with representation from the Student Affairs and the Academic Affairs and a faculty member and the director of the program the student is enrolled evaluates the requests and make final decisions based on institutional and programmatic transfer of credit policies and procedures.

- For more details of PHSU tuition and fees please refer to: [Tuition and fees 2023-2024.pdf \(psm.edu\)](https://psm.edu/tuition-and-fees-2023-2024.pdf)

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Title 38 United States Code 3679 (e) Section 103 PL 115-407 (31 or 33) Compliance Policy

In accordance with Title 38 United States Code 3679 (e) Section 103 PL 115-407, effective August 1, 2019, Ponce Health Sciences University (PHSU) has adopted the following compliance policy for any student entitle to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits.

This policy permits any student to attend or participate in the enrolled program courses during the period beginning on the date on which student provides PHSU a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33. A certificate of eligibility can also include a statement of benefits obtained from the Department of Veterans Affairs (VA) website [eBenefits](#), or a VAF 28-1905 form for chapter 31 authorization purposes, ending on the earlier of the following dates:

- The date on which the payment from VA is made to PHSU.

- Ninety (90) days after the date PHSU certified tuition and fees following the receipt of the certificate of eligibility.

Ponce Health Sciences University (PHSU) will not impose any penalty to the student, including the assessment of late fees, denial of access to enrolled program courses, library services, or other institutional facilities. In addition, PHSU will not impose the requirement that the student borrow additional funds, because of the student's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from the Department of Veterans Affairs (VA) under chapter 31 or 33.

However, this policy requires that the student followed additional actions:

- Submit a certificate of eligibility for entitlement to Financial Aid no later than the first day of enrollment in program courses.
- Submit a written request to use such entitlement.
- Provide additional information necessary for the proper certification of enrollment by PHSU.

Students will be responsible for the payment of any remaining balance resulting from the difference between the enrollment charges and the VA benefit disbursement.

Doctor in Medicine Program

For the Medical Education Program, PHSU accepts transfer students from LCME accredited medical schools or from any medical school recognized in the International Medical Education Directory. The following requirements for transfer also apply for the Medical Education Program:

- Transfer students may only be accepted in the second pre-clinical (basic science) year or the first clinical year.
- Transfer students' prior coursework and achievements must be comparable to the ones of the medical students in the class they will join.
- Transfer students to the first clinical year are required to take and pass the USMLE Step 1 prior to admission.
- The total years for completion of the MD degree include those years accepted for admission to PHSU.

Biomedical Sciences Program

Students who apply for admission to the Biomedical Sciences Program may transfer up to 21 credits related to the field of basic sciences. To be considered for transfer, the credits must have been obtained from a fully accredited higher education institution from Puerto Rico or USA.

The following additional requirements must be met to consider the requests for transferring credits of graduate courses to PHSU Biomedical Sciences Program:

- The requested courses were approved with at least a B grade.
- The student can demonstrate through formal written and/or oral examination that they possess the scientific knowledge, skills and values expected from the courses.

The following courses are frequently equivalent within Basic Sciences field and may be transferred from outside graduate programs:

1. Biochemistry
2. Microbiology
3. Physiology
4. Pharmacology
5. Histology/Cell Biology
6. Biostatistics
7. Neurosciences

Additional requests for transfer of credits of other graduate science courses may be considered on an individual basis.

Master of Science in Medical Sciences

Purpose:

Some students of the Master of Science in Medical Science (MSMS) complete all graduation requirements but are unable to fulfill the minimum 3.0 GPA required for graduation. This is the result of a high credit load of several of the MSMS courses and a “C” in a major course may result in non-compliance with the required GPA. These students must repeat courses to obtain higher grades so that the GPA increases to required levels. However, some of them are accepted to continue post graduate higher education training, such as medical education, and are unable to repeat courses in our institution.

The purpose of this policy is to establish a mechanism so that these students complete their MSMS degree while enrolled at another post graduate higher education program.

Policy

MSMS students that comply with all graduation requirements, except the minimum 3.0 GPA and are accepted in a medical education program or another doctoral program the next academic year after initiation of the MSMS program, may be eligible to get credit towards the MSMS degree from courses taken at another higher education institution.

The procedure to achieve this is the following:

- The student must submit the *MSMS Transfer of Credits Request Form* to the Registrar’s Office by the end of the first year of medical education or doctoral training.

- The student must be enrolled in an LCME accredited medical school, a foreign medical school that has been appropriately accredited according to ECFMG ¹ standards, or a doctoral program in an institution of higher education with regional accreditation (such as the Middle States Commission on Higher Education).
- After the student completes the course/s for which transfer credit is requested, the student must request that an official transcript be sent to Ponce Health Science University Registrar's Office.
- The Associate Dean for Medical Education and the Assistant Dean for MSMS Program will evaluate the courses and grades in the transcript. A special analysis needs to be done for those students in medical schools where they have an "integrated" or "system based" curriculum.
- Only courses with A's and B's may be cross transferred to substitute former courses with a C. If the GPA increases at or above 3.0 of, the student will be certified as eligible for the MSMS degree.
- The Student Promotion Committee will evaluate the results and confirm to the Registrar if the student is a candidate for graduation.
- Students admitted to the MSMS prior to the creation of this policy are eligible and will be notified about this policy.
- The PHSU Registrar may establish an administrative fee for the time and efforts this entails.
- The policy is effective May 5, 2016, and will be in effect for two years, after which it will be revised by the Executive and Policy Committee.

Clinical Psychology Programs

Students who apply for admission to the PHSU doctoral programs in Clinical Psychology may transfer up to 24 graduate credits from institutions accredited by the PR-CE or MS-CHE or a regionally equivalent agency. The 24 transfer credits must be approved in programs related to the field of Clinical Psychology. Students with prior graduate work in a field outside mental health may transfer at least 18 credits depending on the nature of the program attended and the equivalency of the courses approved.

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

1. Graduate courses need to be relevant to the field of Clinical/Professional Psychology

¹ <http://www.ecfm.org/about/initiatives-accreditation-requirement.html> ECFMG® has announced that, effective in 2023, physicians applying for ECFMG Certification will be required to graduate from a medical school that has been appropriately accredited. To satisfy this requirement, the physician's medical school must be accredited through a formal process that uses criteria comparable to those established for U.S. medical schools by the Liaison Committee on Medical Education (LCME) or that uses other globally accepted criteria.

2. The requested courses passed with at least a B grade.
3. The students can demonstrate in an objective manner or through formal written and/or oral examination that they possess the knowledge and skills expected from the courses.

The following courses are frequently equivalent within mental health disciplines and may be transferred from other graduate programs:

- Research Methods
- Test Construction
- Cognitive Assessment and Practicum*
- Group Therapy
- Motivation and Emotion
- Child Psychopathology
- Child Psychotherapy
- Professional Ethics in Psychology
- History of Psychology
- Family Therapy*
- Clinical Psychopharmacology
- Human Sexuality
- Psychology of Addictions
- Geriatric Psychology
- Supervision
- Mental Health Administration
- Forensic Psychology
- Psychoeducational Assessment*

The following courses are not considered for transfer to PHSU Clinical Psychology Programs:

- PSY 522 Psychology of Personality
- PSY 515 Human Growth and Development
- PSY 523 Cognitive Psychology
- PSY 541 Fundamentals of Clinical Psychopathology
- PSY 511 Fundamentals of Neuroscience
- PSY 512 Neuroanatomy Laboratory
- PSY 645 Mood and Anxiety Disorders
- PSY 658 Projective Assessment of Personality
- PSY 667 Short-Term Psychotherapy
- PSY 662 Cognitive and Cognitive Behavioral Therapy
- PSY 747 Personality and Psychotic Disorders

In addition to those courses, the 1100 hours of required clinical practice in the PsyD or PhD programs cannot be transferred for other practice taken at other institutions. *Requires demonstration of competence.

Public Health Program

Students who apply for admissions may transfer up to 15 graduate credits to PHSU Public Health Program. The graduate courses must be relevant to the field of public health and related to the program's core or elective courses. The Capstone Experience (CE) and Practicum courses taken at other institutions cannot be transferred to PHSU Public Health Program.

To consider transfer credits, the graduate courses must be taken at institutions accredited by the PR Council of Education or a US regional accreditor.

Students applying for transfer of credits must submit the application to the Office of Admissions during the beginning of the admissions process. Interested students are required to provide the institutional catalog and course syllabi. The PHSU Office of Admissions will refer the cases to the Public Health Program. The Program will establish an Evaluation Committee composed of two Public Health faculty to assess the graduate courses that students submitted for transfer. This Evaluation Committee will have the responsibility to evaluate:

- The comparability of the course content
- The course length: number of credits or contact hours (can be more but not significantly less)
- Grading system (the requested courses for transfer must be approved with at least B or Pass grade).

The Evaluation Committee will respond no later than the second week of classes of the first trimester/semester for entering students at PHSU.

Bachelor of Science in Nursing

Refers to the validation of credits from another higher education institution. A transfer Students must have a minimum GPA of 2.5 in validated higher education courses. Just courses of C grades or above are considered from transfer. Transfer students with less than 2.5 may be granted conditional admission. Transfer student has the option to apply for admission with the 2.5 GPA from high school by signing a letter rejecting the validation process of his/her college course work. The maximum number of total credits that may be transferred may not exceed 32 percent of the total number of credits in the nursing curriculum. A transfer student must meet all the admission requirements, including official evidence of the college transcript.

Any student considered for transfer admission must be in good academic standing in the other institution and must present a recommendation letter from the dean/director of student affairs of the institution of origin. Dismissed students for disciplinary reasons are not eligible for admission to PHSU. An Ad-Hoc Validation of Credits Committee will be appointed as necessary to evaluate transfer petitions.

Master of Science in Nursing in Family Nurse Advanced Practitioner (MSN/FNP)

Students who apply for admission to the MSN/FNP Program may transfer up to 18 graduate credits related to the field of nursing. Only graduate courses from accredited institutions are eligible for transfer of credits to the Program. Requests for transfer of credit must be made two weeks before admission to the program. A formal written request for the transfer of credits must be filled out at the Admissions Office. Only courses with at least B grades are eligible for transfer.

Transfer of credits for clinical practicum courses requires demonstration of competence. Students must demonstrate that they possess the knowledge, skills and values expected from the clinical course. The clinical course credit is awarded if the student passes the required challenge exam (s) and complex clinical simulation experiences with the prerequisite scores(s) and /or skills check-off. Students are given one opportunity to challenge a clinical course and successfully pass skills check-off. If the student is unsuccessful on the challenge experience, the student must take the clinical course.

It is the responsibility of the student to facilitate the official catalog and transcript(s) from the institution (s) on which courses were taken. Only original transcripts are accepted and must be sent directly from the institution of origin to the PHSU Admissions Office.

An Ad-Hoc transfer of credits committee, with representation from the offices of students and academic affairs, a nursing faculty member, and the Associate Dean of Nursing, evaluates the request and makes final decisions based on institutional and programmatic transfer of credits policies and procedures.

Administration Annotation and Grading System

For administrative purpose, the University has established the following annotation system:

P	Pass	
NP	Not Pass	
IP	In Progress	Applies only to Dissertation/Thesis and Field Works
E	Extended	Applies only to Internship and Field Works
I	Incomplete	
W	Withdrawal	
AW	Administrative Withdrawal	

D	Dismissal	
R	Repeated	Modifier to another grade
NG	No Grade Reported	Applies under specific circumstances

Grade	All Other Programs	Biomedical and MSMS Program	Points	Medicine
A	90-100	87-100	4	H – Honor (90-100)
B	80-89	77-86	3	P – Pass (70-89)
C	70-79	67-76	2	F – Fail Bellow 70
F	Below 70	Below 67	0	

The difference between “IP” and “E” is that when “IP” is recorded it implies that a new registration process occurs for the student to continue for the next academic period. When “E” is recorded, the student continues activities of the course without involving a separate registration. (Refer to Academic Programs’ section for the grading system).

No Grade (NG) Reported Policy

Purpose

This policy outlines the procedures and guidelines for assigning a No Grade (NG) reported for students in specific situations within the schools and programs of Ponce Health Sciences University (PHSU).

Definitions

No Grade (NG) will be an administrative mechanism used by the Registrar to indicate that a grade cannot be reported for a course. The NG will only be used under specific circumstances preventing a faculty member from submitting the corresponding grade for that course.

Application

The NG reported may be assigned under the following circumstances:

- The student does not complete the course and faculty evaluations.
- The student has a pending score report (e.g., USMLE (United States Medical Licensing Examination) Step 1 as a requirement of SKD 091).
- The student needs to repeat a standardized written exam or a practical exam (e.g., NBME’s examinations, OSCE’s).
- The student does not complete the required activities log in the schools/program digital platform (e.g., patient log in Med Hub).
- External practicum/internship sites are delayed in the submission of students’ feedback or evaluation reports to the schools or programs.

Procedure for assigning a NG.

- A. The course faculty will review the circumstances and determine whether the NG reported is appropriate. The NG reported will not have an impact on the student's rank or GPA. The NG reported may be changed to a regular grade upon completion of the pending task or receipt of pending report (in the case of students' feedback or evaluation reports submitted by external practicum/internship sites).
- B. NG reported must be changed to the final grade assigned to the course on or before the start of the next academic term. NG's will be changed to F if not removed by the established time.

Policy Review

This policy will be reviewed periodically to ensure its effectiveness and relevance.

This policy will be effective for the Academic Year 2023-2024.

Grade Report / Notification of Students Grades

At the end of each semester or academic session, the student will receive a grade report that includes the student's session index and general cumulative index. The student may access the grade report in the My Campus Portal.

All requests for grade reevaluation or change must be made within the first thirty (30) days after the grade report was made available to the student.

After 30 days, all rights of claim are forfeited.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition and fees 2023-2024.pdf \(psm.edu\)](#)

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Change in Tuition Cost

Tuition is set by the Ponce Health Sciences University Board of Directors and is subject to change without previous notice. It is the students' responsibility to arrange to pay their total tuition, fees, and full charges to complete their registration if they wish to be admitted to classes. Students who may be eligible for financial assistance should consult the financial aid office as early as possible.

Attendance Policy

Introduction

Ponce Health Sciences University understands the importance of the continuous assessment of policies and procedures, not only to guarantee compliance with local, state, and federal agencies but also to stay current in best practices related to the delivery of education.

As part of the institutional assessment process, groups of faculty, students, and other members of our community have discussed the pros and cons of a flexible attendance policy. The consensus is that the benefits of becoming an Institution not required to take attendance are multiple and can offer opportunities for improvement in the delivery of education, administration of resources, and compliance.

Therefore, PHSU has determined to operate as a **Non-Required Attendance Taking Institution** starting in the Fall Term of the Academic Year 2023-2024.

Legal Basis

Ponce Health Sciences University Administrative Committee, in compliance with the provisions of 34 CFR 668.22 (b) and following the guidelines of the Federal Department of Education, has determined to become an Institution not required to take attendance.

Scope

This policy applies to all actively enrolled students and students who enroll after July 31, 2023, at Ponce Health Sciences University.

Justification

Institutions have the authority to determine the attendance policy to be followed to guarantee the efficient administration of resources and the quality of the delivery of the education they provide.

A school only is required to take attendance if:

1. the school is required to take attendance by an outside entity (such as the school's accrediting agency or a state agency) that has a requirement that the school take attendance,
2. the school itself has a requirement that its instructors take attendance,
3. or the school or an outside entity has a requirement that can only be met by taking attendance or a comparable process, including but not limited to requiring that students in a program demonstrate attendance in the classes of that program or a portion of that program.

PHSU has determined to comply with existing regulations by adopting a non-required attendance taking policy based on the following:

1. The Puerto Rico State Licensing Agency and/or the institutional accrediting agency doesn't have a requirement to take attendance.
2. The institution itself does not have a requirement that its instructors take attendance.
3. A requirement that a student self-certify attendance directly to an outside entity does not require the school to take attendance.

Policy

Ponce Health Sciences University does not require mandatory attendance to class sessions. Attendance is defined as participation in academic activities registered by the instructor. PHSU has determined the following as recognized academic activities:

- Assessment
 - Exams
 - Standardized testing (USMLE Step I & II), NBME, etc.
 - Comprehensive exams (e.g., CPX, CQX)
 - Quizzes
- Essays
- Assignments
- Dissertations
- Standardized Patient Activities
- OSCEs
- Problem-Based Learning Activities (PBL)
- Small Group Discussions (SGD)
- Presentations
- Rotations
- Practicums
- Laboratories
- Logging into the learning management system (LMS) platform (e.g., CANVAS, Moodle) and completing tasks including, but not limited to, comments in forums and discussion panels, watching a video, and uploading an assignment.
- The Institution reserves the right to add any other academic activity to this list if necessary and inform the students accordingly.

No Show Determination

To determine the status of students, and to comply with reporting for local, state, and federal agencies, PHSU will conduct a “No Show” determination process at the end of the add-drop period of each term. This process will entail a census to certify the official list of enrolled students for the corresponding term.

The first census date is based on the Pell Recalculation Date (PRD is the date that determines the cohort for Pell disbursements without considering changes in academic load for recalculating disbursements after the census date). PHSU declares the Pell Recalculation Date as the second week of instruction after the first date of the term of Period of Enrollment (POE).

Concurrently, the PRD coincides with the period to add and withdraw classes without financial or academic penalty. This cohort date also serves as the last date for the faculty to report no-show students for their classes after the beginning of the term.

Non-Passing Grades, Official Withdrawals, and Non-Official Withdrawals

Upon completion of the term and presentation of class grades, the Registrar will identify all students that received no passing grades and official and non-official withdrawals in all classes registered for the period of enrollment.

A non-passing grade is defined: as an **F / FW / NP** grade or a **W** (official withdrawal) or **AW** (administrative withdrawal)-in all courses attended in the period of enrollment.

Note:

Passing Grade Definition: Any grade of D, C, B, or A as well, a Pass Grade (P) is a passing grade.
for the purposes of analysis for withdrawal and R2T4.

Instructors need to identify if the F given to the student is an earned grade due to noncompliance with the academic rigor of the course or if the grade was extended for the reason of ceasing attendance.

The instructor must use the grade FW to identify any F's, or No Pass grades given to students due to ceasing attendance. In such cases the FW should be accompanied by the date that reflects the student's last date of interaction in class with the faculty or at an academic-related activity, such as but not limited to, taking a quiz, exam, or project presentation.

Amendments

Only the Institutional Administrative Committee can amend this policy. The amendments must be in writing and documented with reason and purpose.

Validity and Repeal

This policy will be effective immediately on the date of its signature by the Chair of the Institutional Administrative Committee.

If this policy repeals a previously established policy, its effect will be prospective on the date of its signature. The policy will remain in effect until it is repealed unless it is established for a fixed period of validity.

Credit Hours Policy

Ponce Health Sciences University (PHSU) has revised the policy for the assignment of credit hours for existing and new academic programs and coursework to comply with the credit hour definition as required by the Higher Education Opportunity Act (HEOA) to those institutions that receive Title IV funds from the US Department of Education.

At PHSU students will gain one credit hour for each 15 hours of scheduled class or faculty instruction. Every hour of required activity is considered a contact hour, including lecture, small group discussion and laboratory time.

In the Medicine Program the clinical clerkship rotation should not exceed 10 hours daily for a minimum of 50 hours a week. Students will gain 5 credits for each 4 week- rotation equivalent to a minimum of 200 hours. Eight- week rotations will be assigned 10 credits. Medicine students pay a fixed registration fee for each academic year.

The assignment of credit hours for practicum and internship courses in the Clinical Psychology and Public Health Programs must conform to the commonly accepted practices for such programs in institutions of higher learning.

Established and new courses should be reviewed by the corresponding curriculum committees for compliance and implementation of this policy.

The Office of the Vice President for Academic Affairs will oversee the compliance of the credit hours' policy described herein.

Change of Grade

Once the professor reports the grade for a course to the Registrar's Office, it is not subject to amendment without the written authorization of the faculty member and Program Director. The only reasons for a change of grade are the following:

- Removal of incomplete grade. 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 or an administrative "F" will replace it.

- A clerical error made by the Professor or Registrar.

When fraud or unethical conduct by the student has been proven in the obtainment of the grade. A student who wishes to apply for a grade must do so within thirty (30) calendar days of its award. At the end of each semester/trimester Students will receive a notification about the availability of grades in the My Campus Portal.

Leaving the University Policy

Students that comply with all graduation requirements will receive their corresponding degree on the date established in accordance with the Conferred/Awarded Degree Policy.

Also, any student could leave the University because of:

- a. **Withdrawal** – student voluntarily withdraws from the school/university.
- b. **Non returning student** – student that did not enroll or did not have approved leave or permission to be absent, the University processes determines no show to all courses before the add/drop period which causes the student to be withdrawn from the program.
- c. **Administrative Withdrawal**- An Administrative Withdrawal (AW) may occur when a student is not in compliance with at least 50 % of the course criteria, as specified in the syllabus, or when students do not comply with the fees and payment arrangements made upon enrollment. Administrative withdrawals due to non-compliance with at least 50 % of the course criteria will be granted up to the last day for total/partial withdrawal as stipulated in the Academic Calendar.
- d. **Dismissal** – student that did not comply with the performance requirements or professional behavior requirements, stated in the Satisfactory Academic Progress Policy and was therefore, dismissed from the University.

Any student leaving the University must comply with Return of Title IV Fund, if applicable, as stated in the PHSU Catalog → Financial Aid Section → Refund Policy.

Withdrawal, Drop and Add Policy

Withdrawal from School

A student that decides to withdraw from the school must submit a letter of resignation to the President stating their reasons for the withdrawal. Once the Dean has accepted the letter of resignation, the student shall proceed as follows:

1. The student must obtain a withdrawal form from the Registrar's Office and fill out the required information about academic program and courses.
2. The student must obtain clearance for withdrawal from the following:
 - a. *Library*: The Librarian must certify that the student does not have any outstanding debt or have any library materials checked out
 - b. *Finance Office*: Must state that the student has no outstanding debts to the school before any other further step is taken.
 - c. *Financial Aid Office*: Students who have applied for or obtained any kind of financial aid or loan through the school, must attend an exit interview, and obtain the signature of the Director of Financial Aid.
 - d. *Student Affairs or any other department prescribed at the Clearance form*: Students must obtain the signature of each Director or Dean.
 - e. *Registrar*: After all signatures have been obtained, the Registrar will certify the student's withdrawal and make the proper entry in their records.
 - f. The student must settle all financial obligations with PHSU, or no transcripts or certifications will be issued.
 - g. The withdrawal is allowed until the last day for withdrawal as stated in the Academic Calendar, before starting the final exams.

Drop and Add

Medical students are not permitted to withdraw from individual courses. A "W" of Withdrawals will not be posted on the academic record.

It is the student's responsibility to verify the academic calendar, drop and add periods for each term. A fee is required for each class dropped or added.

The student has the option to drop and add course until the first week of classes (beginning the semester/trimester). The Drop/Add Form will be initiated by the student, and it is submitted to the Registrar's Office within the deadline established.

After the first day of the term, any added course must be paid for in full at the time of the addition. Addition and removal of courses will be allowed only until the deadline for the add/drop period included in the Academic Calendar.

Withdrawal

To withdraw from a course after registration the student must complete and submit the corresponding form to the Registrar's Office. After the deadline established (approximately four weeks after the beginning of the semester/trimester a "W" will be posted a transcript.

Non returning Students

The student that is not enrolled after the first week of classes, at the beginning of the academic period and does not have leave or approved permission to be absent will be considered a non-returning student and will be inactivated from the program.

Administrative Withdrawal Policy

An Administrative Withdrawal (AW) may occur when a student is not in compliance with at least 50 % of the course criteria, as specified in the syllabus, or when students do not comply with the fees and payment arrangements made upon enrollment.

Administrative withdrawals due to non-compliance with at least 50 % of the course criteria will be granted up to the last day for total/partial withdrawal as stipulated in the Academic Calendar.

The lead faculty member of the course must complete the Administrative Withdrawal form and submit it to the Registrar's Office for processing in the SIS. The faculty member must notify the student about the AW.

Administrative Withdrawals processed due to noncompliance with financial obligations will be granted up to the last day for total/partial withdrawal as stipulated in the Academic Calendar.

The accounting representative must complete the Administrative Withdrawal form and submit it to the Registrar's Office for processing in the SIS. The accounting office must notify the student and the academic program administration about the AW, and any procedures to revert the status if payment is completed.

An administrative withdrawal does not exempt the student from any financial obligations incurred (please refer to the refund policies).

NO SHOW POLICY

Introduction

Ponce Health Sciences University establishes procedures to certify the official enrollment population by term. As part of the enrollment certification procedures, students who did not attend/participate in the term's initial sessions may be processed as No Show.

Legal Basis

Ponce Health Sciences University Administrative Committee, in compliance with the provisions of 34 CFR 668.22 (b) and following the guidelines of the Federal Department of Education, has determined to become an Institution not required to take attendance.

This adjustment will require implementing policies to identify students who are not officially certified as actively enrolled at the beginning of each term.

Scope

This policy is designed for students who fail to attend the first two class sessions of the academic session.

Justification

Institutions have the authority to determine the process to identify students not actively enrolled in the academic session to avoid incorrectly disbursing Title IV funds.

Policy

No Shows (NS) are students with no academic activity certified for the first two weeks of a course (included in the Census for No Show determination).

The faculty members will enter the session attendance module in My Campus only during the first two weeks of each term. The Registrar's Office will generate a report on the date established as the No Show Determination Date. Students who do not comply with attendance during the first two class sessions will be processed as No Shows. Determination of a No-Show status in a course could lead to cancellation of the enrollment of the term in certain programs where the partial drop of courses is not permitted (e.g., the Doctor of Medicine Program).

A No Show process can be reverted within three business days with the faculty member's authorization. In that case, the faculty members will need to document their attendance on my Campus at the next session to validate the reactivation of the enrollment for that student.

Amendments

The Institutional Administrative Committee can amend this policy. The amendments must be in writing and documented with reason and purpose.

Validity and Repeal

This policy will be effective immediately on the date of its signature by the Chair of the Institutional Administrative Committee.

If this policy repeals a previously established policy, its effect will be prospective on the date of its signature. The policy will remain in effect until it is repealed unless it is established for a fixed validity period.

INCOMPLETE POLICY

Legal Basis

This policy is designed to establish the criteria for awarding and removing an incomplete grade to comply with regulations for the administration of Title IV funds.

Scope

This policy establishes the rules and processes to award and remove incomplete grades.

Justification

Incomplete grades impact the calculation of Satisfactory Academic Progress (SAP). SAP is one of the eligibility requirements for Title IV. Ensuring a robust incomplete grade policy will allow healthy management of Title IV funding.

Policy

Students with satisfactory work in a course but who, due to extenuating circumstances, cannot complete the required coursework during the session may, as approved by the professor, receive a grade of "I" (Incomplete) together with provisional letter grade or score indicating the level of performance on the work completed to date and the work due to be completed.

Acceptable reasons to be considered by the professor for awarding grades of "I" include, but are not limited to, serious illness, accidents or hospitalization of the student, their dependents, spouse or significant other, natural disasters, military mobilization, or a court-ordered appearance. Any other hardship circumstances must be approved by the Vice President for Academic Affairs or the Associate Dean for Academic Affairs in the St. Louis Campus.

Written proof of evidence is required in all cases except for natural disasters. An Incomplete must be removed by the incomplete removal date of the following academic session. The student must request the professor to remove the incomplete. The professor completes the process by submitting the Change of Grade Form and submitting it to the Registrar's Office. In this case, the change of grade will be submitted by the professor on or before the date for incomplete grade removal. Grades of Incomplete that fail to be removed by this date will be automatically assigned the provisional grade granted when the Incomplete was approved. The student will view the final grade through My Campus.

Under no circumstances will an incomplete grade be awarded for remedial purposes, or for reasons not specified in this section or expressly approved by the Vice President for Academic Affairs and Curriculum/ Associate Dean for Academic Affairs. Each grade of "I" must be removed during the academic session following its receipt. After this term has elapsed, the letter grade accompanying the provisional "I" will automatically become the final grade if the course requirements have not been fulfilled.

It is the student's responsibility to monitor that the grade change has been made. There will be an administrative fee (as established by the administration and approved by the Board) for removing each "I" grade. The student will be responsible for the payment of the fee.

Incomplete grades will not be considered for the grade point average (G.P.A.) during any session in which an "I" is obtained but will be after the term mentioned for removing the Incomplete has expired.

Any extension of an Incomplete must be requested to the Vice President for Academic Affairs/ Associate Dean of Academic Affairs by the student in writing with the supporting documentation included. The Vice President for Academic Affairs/ Associate Dean of Academic Affairs, as its sole discretion, may or may not approve it.

Amendments

The Institutional Administrative Committee can amend this policy. The amendments must be in writing and documented with reason and purpose.

Validity and Repeal

This policy will be effective immediately on the date of its signature.

If this policy repeals a previously established policy, its effect will be prospective on the date of its signature. The policy will remain in effect until it is repealed unless it is established for a fixed validity period.

Leave of Absence Policy

The purpose of this policy is to establish the definition, policy and process for students requesting a Leave of Absence at Ponce Health Sciences University.

Scope

This policy applies to all students at PSHU. Authority to review and approve a leave of absence is held with the Registrar, Financial Aid Director, and Vice President for Academic Affairs.

Definitions

Leave of Absence: Defined as an authorized temporary interruption of a student's program of studies due to documented extenuating personal circumstances or medical reasons.

Policy

A student must request from the Registrar's office an LOA at least 30 days prior to the LOA commencement date, unless medical circumstances require immediate authorization (e.g., automobile accident). Personal or medical leave may be authorized when a student is experiencing compelling personal and medical circumstances that are temporarily affecting his/her academic progress. The students must submit a physician's note certifying the medical problem or reason. The total time of leave cannot exceed 180 days within a 12-month period. A student who fails to return after an authorized LOA will be academically withdrawn and a R2T4 calculation will be performed and subsequently an exit counseling instructional letter will be sent to the student.

Military Leave Policy

The purpose of this policy is to establish the definition, policy and process for students requesting Military Leave at Ponce Health Sciences University.

Scope

This policy applies to all students at PSHU. Authority to review and approve a military leave held with the Vice President of Students Affairs, Registrar, Financial Aid Director, and the Vice President for Academic Affairs.

Definitions

Military Leave: Defined as an authorized temporary interruption of a student's program of studies due to a call to be into active military service.

Policy

Ponce Health Sciences University (PHSU) supports its students who are members of a military reserve unit or the National Guard and are called into active military service by the United States. To assist them as well as protect and safeguard their status as PHSU students, the University has adopted the following guidelines:

A student in good standing should immediately file a written request for a Military Leave with the Dean of the appropriate School in which the student is enrolled along with a copy of the military orders. All documentation must be delivered to the Office of the Registrar.

Military Leave will be granted for the term of service stipulated in the military orders. Any request to extend the Military Leave should service require more than the period stipulated in the original orders, will be processed once official documentation from the student's branch of service is received by the Registrar and a written extension request is submitted by the student. To facilitate the return process, the Dean's Office will notify the Registrar so the student's record will be flagged as a Military Leave.

The student will receive a full refund of tuition and fees paid to PHSU if the request for a Military Leave is filed prior to the last day to drop classes.

The student will have a choice of three options if the request for a Military Leave is received after the last day to drop classes:

- a. A full refund of tuition and fees, no credit awarded for work completed during the semester.
- b. An Incomplete grade in all courses with the right to complete all coursework at a future date without further payment of tuition or fees and a designation that the incomplete was incurred due to active military service. A student returning from Military Leave will have one Academic Year to complete their incomplete coursework once he/she is re-enrolled.
- c. A grade in each course, if the professor of each class believes sufficient work has been completed.
- d. Options B & C may be combined should circumstances warrant.

Student benefits (Student Health Insurance, etc.) will be terminated on the date of withdrawal. For a refund of a pro-rata portion of any premium paid for health insurance coverage, the student is required to provide a written request for a refund to the insurance carrier as provided in the certificate of coverage. Please contact the Office of Student Affairs for information.

All applicable financial aid awards will be refunded to the appropriate agencies and repayments of federal student loans will be calculated in accordance with federal guidelines.

Students on Military Leave will be required to return university property, such as university computer equipment, library books, laboratory equipment, etc. in order to receive a refund or re-enroll.

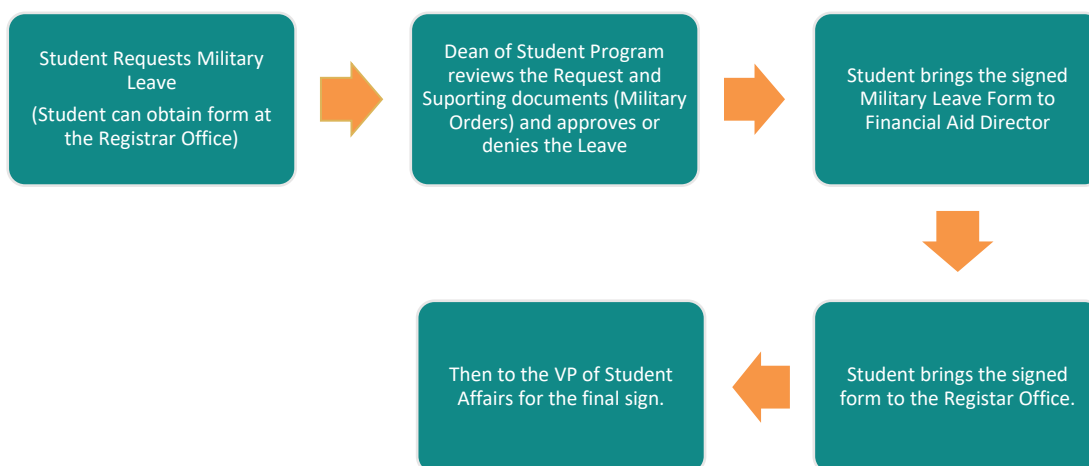
Re-enrollment from Military Leave:

A student returning from Military Leave shall be guaranteed a place in a class at the beginning of the semester in which they seek to re-enroll.

If a student elected to take an incomplete in a course, upon re-enrollment the student should follow PHSU policies and regulations regarding the processing an Incomplete coursework as applicable to their course of study. The Office of Students Affairs and the Office of the Registrar will give the proper orientation to the student. If the course is no longer offered, or if the faculty member is no longer with the Institution, the returning student will receive a full tuition credit for a replacement course and the possibility of co-validation of coursework with current PHSU offerings will be considered.

A policy cannot address every circumstance that may arise when students are called to active duty. A student should consult with the Vice President for Student Affairs and the Office of the Registrar. Appeals of a decision may be made to the Vice President for Academic Affairs and the Dean of the corresponding school in which the student is enrolled.

Process flowchart:



Incomplete Policy

Legal Basis

This policy is designed to establish the criteria for awarding and removing an incomplete grade to comply with regulations for the administration of Title IV funds.

Scope

This policy establishes the rules and processes to award and remove incomplete grades.

Justification

Incomplete grades impact the calculation of Satisfactory Academic Progress (SAP). SAP is one of the eligibility requirements for Title IV. Ensuring a robust incomplete grade policy will allow healthy management of Title IV funding.

Policy

Students with satisfactory work in a course but who, due to extenuating circumstances, cannot complete the required coursework during the session may, as approved by the professor, receive a grade of "I" (Incomplete) together with provisional letter grade or score indicating the level of performance on the work completed to date and the work due to be completed.

Acceptable reasons to be considered by the professor for awarding grades of "I" include, but are not limited to, serious illness, accidents or hospitalization of the student, their dependents, spouse or significant other, natural disasters, military mobilization, or a court-ordered appearance. Any other hardship circumstances must be approved by the Vice President for Academic Affairs or the Associate Dean for Academic Affairs in the St. Louis Campus.

Written proof of evidence is required in all cases except for natural disasters. An Incomplete must be removed by the incomplete removal date of the following academic session. The student must request the professor to remove the incomplete. The professor completes the process by submitting the Change of Grade Form and submitting it to the Registrar's Office. In this case, the change of grade will be submitted by the professor on or before the date for incomplete grade removal. Grades of Incomplete that fail to be removed by this date will be automatically assigned the provisional grade granted when the Incomplete was approved. The student will view the final grade through My Campus.

Under no circumstances will an incomplete grade be awarded for remedial purposes, or for reasons not specified in this section or expressly approved by the Vice President for Academic Affairs and Curriculum/ Associate Dean for Academic Affairs. Each grade of "I" must be removed during the academic session following its receipt. After this term has elapsed, the letter grade accompanying the provisional "I" will automatically become the final grade if the course requirements have not been fulfilled.

It is the student's responsibility to monitor that the grade change has been made. There will be an administrative fee (as established by the administration and approved by the Board) for removing each "I" grade. The student will be responsible for the payment of the fee.

Incomplete grades will not be considered for the grade point average (G.P.A.) during any session in which an "I" is obtained but will be after the term mentioned for removing the Incomplete has expired.

Any extension of an Incomplete must be requested to the Vice President for Academic Affairs/ Associate Dean of Academic Affairs by the student in writing with the supporting documentation included. The Vice President for Academic Affairs/ Associate Dean of Academic Affairs, as its sole discretion, may or may not approve it.

Amendments

The Institutional Administrative Committee can amend this policy. The amendments must be in writing and documented with reason and purpose.

Validity and Repeal

This policy will be effective immediately on the date of its signature.

If this policy repeals a previously established policy, its effect will be prospective on the date of its signature. The policy will remain in effect until it is repealed unless it is established for a fixed validity period.

Review frequency

Every three years upon its approval.

Refund Policy

Complete withdrawals and/or DROP of individual courses.

1. Registration Deposit guaranteeing admissions is not refundable.
2. Students withdrawing prior to the start of classes will receive a complete refund for tuition and fees.
3. After classes begin there will be no refund on fees.
4. Students withdrawing at or before the end of the first week of classes will receive an 80% refund of tuition.
5. Students withdrawing after the first week of classes or during the second week of the semester or trimester will receive a 50% refund of tuition.
6. After the second week of classes there will be no refund.

Title IV Refund Policy

The University will determine the percentage of attendance and the amount of financial assistance that the student did not earn when a student withdraws, does not return from an approved leave of absence, is expelled, or otherwise fails to complete the enrollment period for which the student was charged. The Department of Education Title IV funds will be returned according to the federal regulations and within a forty-five (45) period from the official date of determination of student leave to attend.

The student's first year registration deposit guaranteeing admission is not refundable.

Policies

Student Promotions Policy

The mechanism accepted by the Ponce Health Sciences University for the promotion, suspension or dismissal of a student is described below. For practical purposes, the process will be divided according to the level of decision: Academic Department, Promotions Committee, corresponding Dean, Vice President for Academic Affairs and President.

Departmental Level

Every department will establish a mechanism of student evaluation following the institutional policies. It is the responsibility of the Director to assess the academic, behavioral (attitudinal) and ethical performance of students. All information, evaluations and observations about students must be documented.

Department directors must take immediate action upon a marginal or failing performance by notifying the student. The student should be allowed to provide an explanation as to the reasons for poor performance. Students in need of special help must be referred immediately to the Office of Students Affairs, who will try to identify the prevailing problem, provide help, or refer the student to whomever is needed for help.

Efforts will be made by each program or department to report regular examination grades within four (4) working days after the examinations. This is extremely important for the Promotion Committee to do its work on time.

Promotions Committee Level

A standing committee will evaluate student performance as they progress through each academic year and is empowered to act in case of poor academic progress or unacceptable behavior or attitudes.

The committee will analyze the information received from the programs or departments and at its discretion will obtain the students' version of the situation.

After each evaluation, the members of the Committee will determine the action they understand is the most suitable for each specific case. To do so they will follow the "Guidelines for Student Promotion" and the Satisfactory Academic Progress (SAP) policy of each academic program.

Program Level

The chair of the Promotions Committee will refer its decision to the corresponding dean or delegate as stated by the schools and programs. The corresponding dean or delegate will notify the student about the action of the committee and remind the student about the right to appeal.

Students notified that they are to repeat the whole year or to be dismissed, have the right to appeal the case the corresponding Dean within five (5) working days after receiving the notification.

The appeal or Due Process for Dismissal presented below must be followed.

Due Process

The Corresponding Dean will evaluate the appeal and the student's academic record. Rejection of the appeal by the Dean is final. If the case does not merit dismissal, the Corresponding Dean

can overturn the decision. If the Dean has reasonable doubts about the student's capacity or academic record, he/she can appoint three members of the Ad Hoc committee to re-evaluate all evidence.

The Ad Hoc committee will notify the student in writing of the date and time when the case will be heard. Following the student presentation, the committee has forty-eight (48) hours to submit to the Dean their report.

The Dean will consider the Ad Hoc committee recommendations and make the final decision within forty-eight (48) hours.

All decisions, favorable or unfavorable, will be reported to the student in writing. All decisions by the Dean are final.

Guidelines for Students Promotion

The faculty of Ponce Health Sciences University has the responsibility to assure that students perform in a manner consistent with the appropriate standards of scholarship and professional behavior. Students who do not meet these standards will be dismissed from PHSU, but they will be evaluated fairly and consistently.

Decisions affecting student status is delegated by the President to the Student Promotions Committee (SPC).

The SPC meets quarterly to evaluate students with problems and holds annual meetings at the end of the school year, to recommend promotion to the next succeeding year and to recommend students for graduation and honors.

Students not performing satisfactorily will:

1. Be notified in writing by the appropriate course director of their substandard performance and will be asked to schedule a meeting to develop a means of dealing with the problem.
2. Receive communications from the Promotions Committee in the form of:
 - a. **Letter of Academic Concern** - Sources of help for the student will be indicated.
 - b. **Letter of Academic Warning** - This will result from interim "F" in two or more courses. This letter will indicate that continued performance at that level could lead to the student being placed on Academic Probation and will urge the student to seek extra help and counseling.

- c. **Letter of Academic Probation** - This will be based upon a final grade of "F" in one or more courses. A student receiving a final grade of "F" in a single course must be re-examined in that course before promotion. The letter will indicate that promotion to the next academic year can only occur after remediation of the deficiency. Remediation will be through a mechanism acceptable to the department chairperson and will be given only once, prior to the start of the next academic year. This shall take precedence over any other summer plans a student will have made. A student receiving two or more final "F's" will be considered for either repetition of the entire year or dismissal.

The Promotions Committee shall also consider reports relating to attitude, integrity, and ethical conduct. Based on such reports, the committee will issue a letter of concern or a letter of warning; determine that the student be placed on non-academic probation; or recommend to the corresponding dean or the dean's designee that the case be investigated and considered for possible disciplinary action, which will include dismissal.

The same process will be followed in accordance with Due Process in cases of unacceptable attitudes or behavior. Departmental faculty will document the facts and the Department Director will refer them to the Promotions Committee. If the decision is to dismiss the student, the student has the right to enter the appeal process.

Unprofessional Behavior Policy

When problems arise in the student's professional behavior, it is hoped that the problem can be solved between the student and his/her supervisor. If this is not possible, the Department Chair of the service should be notified using the referral forms. The Department Chair will attempt a resolution of the problem if he/she feels that it is appropriate. If he/she feels that this is not possible or inappropriate, further action must be referred to the Vice President for Student Affairs with the corresponding referral form.

The Vice President for Students Affairs will interview the student and discuss the situation. A plan of action will be formulated immediately and notified in writing to the student and the Department Chair. The plan should be implemented immediately. If no resolution is obtained the Vice President for Student Affairs will refer the student to the Student Promotions Committee.

The student will be notified in advance that his/her unprofessional behavior will be formally discussed by the Students Promotion Committee. The notification should make clear the reasons

for this action. The Students Promotion Committee will consider the referral and make recommendations to the Vice President for Academic Affairs.

If a situation arises when there is an immediate concern for a student or patient's welfare, the Department Chair and/or the Vice President for Student Affairs will proceed with an emergency recommendation referral to the President. The Vice President for Student Affairs will notify the President of all cases under consideration.


Ponce Health Sciences University Diversity, Equity, Inclusion, and Cultural Competence Policy

Introduction

The mission of Ponce Health Sciences University is to provide high-quality education in all our health services-related schools and programs through an innovative curriculum while preparing our students to be ethical practitioners. Our institution strives to provide students and faculty with exposure to a diverse population so they can succeed in an increasingly diverse workplace and global communication culture. An academic and working place environment that fosters interaction among a diverse student, faculty, staff, researchers, and senior administrative staff body will significantly prepare our graduates to provide the high-quality care all diverse communities deserve.

Several racial and ethnic minority groups, as well as people from socioeconomically disadvantaged backgrounds, among others, are significantly underrepresented among health professionals in the United States. From an ethnics' perspective, underrepresented minority groups have traditionally included individuals of African American, Mexican American, Native American, and Puerto Rican descent. Numerous public and private programs aim to remedy this underrepresentation by promoting the preparedness and resource availability to these groups and socioeconomically disadvantaged students interested in health-related professions. Our institution will encourage admission and retention policies that support University's self-defined, priority under-represented populations and allow them either to enter the health professions pipeline or to discover a safe working place at PHSU.

PHSU schools and programs are guided by our mission "to provide a world class, culturally competent, health sciences education to the population we serve." Our students, faculty, staff, and senior administrative staff are mostly of Puerto Rican and Hispanic descent. This brings to our university a special diversity status in the USA (United States of America) (United States of America) Mainland spectrum.



PHSU incorporates elements of diversity in their planning that include gender, racial, ethnic, cultural, and socioeconomic. University establishes focused, significant, and sustained programs to recruit and retain suitably diverse students, faculty, staff, and senior administrative staff.

PHSU recognizes diversity, equity, inclusion, and cultural competence as critical to health sciences education and fundamental to developing a health care workforce able to provide high quality, culturally appropriate, and congruent health care in partnership with individuals, families, communities, and populations and a health care workforce who fully value the importance of diversity, inclusion, and equity to promote the health of the nation and the world.

Based on the previous statements, PHSU has policies and practices aimed at achieving appropriate levels of diversity, equity, inclusion, and cultural competence among its students, faculty, staff, and senior administrative staff. The University engages in ongoing systematic and focused efforts to attract and retain students, faculty, staff, and senior administrative staff from diverse backgrounds, and systematically evaluate comprehensive strategies to improve the institutional climate for diversity.

PHSU recognizes that cultural differences affect all aspects of health and health systems.

The elaboration of this policy was the result of teamwork that included the representation of all the Programs and Schools of the University, Ponce Research Institute, and the collaboration of the following institutional components: Compliance Officer, Vice President for Academic Affairs, Vice President for Students Affairs, and a representative from the Human Resources Office.

Legal basis


This Policy has been approved by the Institutional Administrative Committee and is effective as of July 31, 2023.

Scope

This Policy applies to all active PHSU students, faculty, staff, and employees at Ponce Main Campus, San Juan University Center, St. Louis Campus, and all associated entities with which the university conducts business or has affiliations with.

Justification

Research demonstrates that student body diversity in institutions of higher education is important not only for improving the economic and educational opportunities for students of color, but also for the social, academic, and societal benefits that diversity presents for all students and communities. Diverse learning environments help students sharpen their critical



thinking and analytical skills; prepare students to succeed in an increasingly diverse and interconnected world; break down stereotypes and reduce bias; and enable schools to fulfill their role in opening doors for students of all backgrounds.

This policy will bring the required framework to address the PHSU dimensions of diversity including structure, curriculum, and institutional climate. This will enable the University to articulate its expectations regarding diversity across its academic, workforce and research community in the context of local and national responsibilities, and regularly assess how well such expectations are being achieved. The policy will provide data that allows the University to incorporate elements of diversity, equity, inclusion, and cultural competence in their planning.

When diversity is integrated within inclusive educational environments with equitable systems in place, assumptions are challenged, perspectives are broadened, and socialization across a variety of groups occurs, resulting in intellectual and cognitive benefits for all learners. In diverse and inclusive environments, students, staff, faculty, researchers, and senior administrative staff recognize the value of and need for diversity to achieve excellence in teaching, learning, research, scholarship, service, and practice. As academic health sciences become more inclusive in the recruitment of diverse learners, faculty, staff, researchers, and senior administrative staff may need to acquire new knowledge, skills, and attitudes to foster success of the student learner.

Diversity, equity, inclusion, and cultural competence serve as an important educational function. One of higher education's essential functions is to broaden the perspectives of students by exposing them to individuals from different backgrounds and to a variety of disciplines, cultures, and points of view. Given the enormous changes taking place in our nation and the world, it would be difficult to conceive of receiving a high-quality education without such exposure.

Diversity, equity, inclusion, and cultural competence in higher education help prepare students for the world of work and for participation in a democratic society. Employers in all sectors of the economy increasingly see diversity as critical to organizational success and competitiveness. The expectation is that higher education will prepare students for a diverse work environment. We believe that a diverse workforce is a better, more productive workforce – which is as true in higher education as it is in other sectors. In addition, as the demand for higher levels of education for employment and advancement continues to rise, we cannot hope to achieve true equality of opportunity unless diversity and inclusion is attained on our college campuses.

Diversity, equity, inclusion and cultural competence in colleges and universities enhance the quality of higher education. A diverse faculty, staff, researchers, and senior administrative staff are essential for colleges and universities to provide academic excellence in teaching, mentoring, scholarship, and service to the campus community.

Definitions

(Source: Terms adapted from American Association of Colleges of Nursing (2017, March 20) *Diversity, Equity, and Inclusion in Academic Nursing. AACN Position Statement* <https://www.aacnnursing.org/news-data/position-statements-white-papers/diversity-equity-and-inclusion-in-academic-nursing>)

- Diversity
 - Diversity references a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; physical, functional, and learning abilities; religious beliefs; and socioeconomic status.
- Inclusion
 - Inclusion represents environmental and organizational cultures in which faculty, students, staff, and senior administrative staff with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them. Everyone works to ensure the perspectives and experiences of others are invited, welcomed, acknowledged, and respected in inclusive environments.
- Equity
 - Equity is interrelated with diversity and inclusion. Equity is the ability to recognize the differences in the resources or knowledge needed to allow individuals to fully participate in society, including access to higher education, with the goal of overcoming obstacles to ensure fairness (Kranich, 2001). To have equitable systems, all people should be treated fairly, unhampered by artificial barriers, stereotypes, or prejudices (Cooper, 2016).
- Cultural competence

(Source: Centers for Disease Control and Prevention (2021, September 10), *Cultural Competence in Health and Human Services* <https://npin.cdc.gov/pages/cultural-competence>)

- Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations. Cultural competence emphasizes the idea of effectively operating in different cultural contexts and altering practices to reach different cultural groups. 'Culture' refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. 'Competence' implies having the capacity to

function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities.

Policy

- PHSU aligns with the U.S. Department of Education's mission to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. Integral to furthering that mission is supporting efforts to create diverse and welcoming campus communities for all students.
- PHSU promotes diversity, equity, inclusion, and cultural competence (DEIC) and planning for DEIC is aligned with the institution's mission and goals.
- PHSU reflects deeply and shares results on diversity, equity, inclusion, and cultural competence in the context of its mission by considering DEIC at goals and actions, demographics and policies or processes, curriculum and services, assessments, and resource allocation.
- PHSU recognizes the impact of shifting U.S. population demographics, a health system challenged by workforce shortages, and persistent health inequities on academic health sciences. Therefore, PHSU commits to accelerating diversity, inclusion, and equity initiatives to prepare the current and future health sciences workforce to be reflective of the society it serves while simultaneously fulfilling societal expectations and needs.
- PHSU legally constituted governing body has sufficient diversity, independence, and expertise to ensure the integrity of the institution.
- PHSU addresses disparate impacts on an increasingly diverse student, faculty, staff, and senior administrative staff population if discovered.
- PHSU fosters a climate of inclusion and prohibits discrimination based on age, place of birth, disability, ethnicity, gender, gender identity, language, national origin, race, historical under-representation, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status, for students, faculty, staff, and senior administrative staff members. This list is not intended to be exhaustive.
- PHSU fosters campus cultural competence. For this policy purposes, cultural competence refers to competencies for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. Cultural competence requires from PHSU community members competencies related to self-awareness, open-minded inquiry and assessment, and the ability to recognize and adapt to cultural differences, especially as these differences may vary from the school or program's dominant culture, among others.
- PHSU requires outside entities with which the University does business (such as vendors, contracted food services, entertainment contracts, and licensees) to comply with the University DEIC Policy.

- PHSU actively seeks to recruit and retain diverse students, faculty, staff, researchers, and employees and to create an environment of cultural competence.
- This policy is communicated to all PHSU community members on Campus, in hard copy (brochures, posters, infographics, etc.) and through the Institutional Schools, Programs and PHSU's websites.
- PHSU will consider diverse community needs in providing counseling and support services to students, employees, and faculty.
- Based on this Policy, PHSU academic, research, and administrative offices will implement rules, regulations, and standard operating procedures that reflect equity, inclusion, and cultural competence with diverse PHSU community members.

Advancing DEIC

PHSU Schools, Programs and PRI advance DEIC through a variety of practices, which may include the following, but not limited to:

- Incorporation of DEIC in the curriculum.
 - The goal of PHSU is to focus on student learning outcomes and student achievement that considers diversity, equity, inclusion, and cultural competence principles.
- Recruitment and retention of diverse students, faculty, staff, and senior administrative staff.
 - PHSU possesses and demonstrates fair and impartial employment practices, including all phases of hiring, evaluation, promotion, discipline, and separation, with appropriate attention to diversity.
- Development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination.
- Reflection of DEIC in the types of scholarship and/or community engagement conducted.
- The measures of a PHSU applicant's readiness for health sciences education and preparedness for practice and the requirements of Human Resources Office when recruiting employees, should extend beyond reliance on specific quantitative data such as standardized test scores and grade point averages, to include other valid and reliable measures of prospective success. Factors such as leadership skills, ability to overcome obstacles, strengths, communication and language skills, ability to gain entrée into underserved communities, other transferable skills and abilities, and prior life experiences of individuals, may be relevant when determining how the applicant might contribute to the health care profession and/or to the academic environment of PHSU.

PHSU encourages and supports its students, faculty, staff, researchers, and senior administrative staff members to promote inclusion, respect, and culturally competent communication. This will be done by ensuring that:

- The curriculum integrates and supports the development of the skills, knowledge, and attitudes needed to promote the elimination of health disparities.
- The University maintains itself relevant to the community by maintaining current alliances and partnerships and establishing new ones.
- The faculty, staff, researchers, and senior administrative staff receive training in cultural competence thus fostering the development of the skills and attitudes needed to facilitate DEIC.
- Research efforts are aligned with the mission of providing significant and long-lasting contributions to the elimination of health disparities.

Assessing DEIC

Diversity, Equity, and Inclusion

- PHSU lists the University's self-defined, priority under-represented populations, explains why these groups are of particular interest and importance to the University, and describes the process used to define the priority populations. These populations must include students, faculty, staff, researchers, and senior administrative staff.
- Based on this information PHSU provides the specific diversity categories identified that guide recruitment and retention activities for students, faculty, staff, researchers, and senior administrative staff. Note that the University may use different diversity categories for each of these groups.
- PHSU lists the University's specific goals for increasing representation and supporting the persistence, if applicable and ongoing success of the specific self-defined priority under-represented populations.
- PHSU lists the actions and strategies identified to advance the goals defined in the previous statement, and describe the process used to define the actions and strategies that may include collection and/or analysis of university-specific data, convening stakeholder discussions and documenting their results, and other appropriate tools and strategies.
- PHSU generates quantitative and qualitative data that document the University approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the University's self-defined, priority under-represented populations.
- PHSU lists each current University component aimed to broadening the diversity of qualified University's applicants.

- PHSU documents the concrete actions it is taking to achieve diversity, identifying the areas of diversity recruitment in which it excels as well as the areas in which it is working to improve.
- PHSU demonstrates that examines the effectiveness of its efforts to attract students, faculty, staff, research, and senior administrative staff who are diverse and document any steps needed to revise/enhance its strategies.

Cultural Competence

- PHSU lists the actions and strategies identified that create and maintain a culturally competent environment and describes the process used to develop them. Actions and strategies include but are not limited to:
 - Address curricular requirements.
 - Assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and
 - Identify faculty and student scholarship and/or community engagement activities.
- PHSU provides students, faculty, staff, researchers, and senior administrative staff with perceptions of the University's climate regarding diversity, equity, inclusion, and cultural competence.
- PHSU assesses strengths and weaknesses related to the University cultural competence environment and plans for improvement in this area.
- PHSU ensures a welcoming, supportive, and encouraging learning and working place environment for all PHSU community members, including students, faculty, staff, researchers, and senior administrative staff members from diverse and underrepresented populations.
- PHSU cultural competence climate is reflected in the recruitment, retention, and development of students, faculty, staff, researchers, and senior administrative staff members, as well as in didactic, experiential training and working experience that fosters an understanding of cultural and individual differences and diversity as it relates to health care academics and University working experience.
- PHSU conducts periodic self-assessment of its academic and working cultural competence climate regarding diversity, equity and inclusion and maintains an atmosphere promoting the success of all PHSU community members.

Diversity profile

- PHSU provides the total number of offers of admission to the University made to individuals in the University identified diversity categories.

- PHSU provides the number and percentage of enrolled students in each of the University diversity categories.
- PHSU provides the total number of faculty and staff positions available to the University made to individuals in the University identified diversity categories.
- PHSU provides the number and percentage of employed faculty and staff in each of the University diversity categories.
- PHSU provides the total number of senior administrative staff positions made to individuals in the University identified diversity categories.
- PHSU provides the number and percentage of senior administrative staff in each of the University identified diversity categories.
- Profile is meant as a snapshot for the institution improvement and assessment but should not be construed as a mechanism to establish or enforce quotas for specific aims regarding numbers of community members identified as within Diversity categories.

Diversity Categories

PHSU articulates its expectations regarding diversity across its academic community. These expectations are reflected into specific categories of diversity upon which the University must focus its diversity and inclusion efforts. These categories are aligned with the University mission and responds to the community it serves. To accomplish what is proposed in its Diversity, Equity, Inclusion and Cultural Competence Policy, PHSU has defined its categories of diversity for students, faculty, staff, and senior administrative staff members.

Students' diversity categories

- The PHSU's mission is "to provide a world-class, culturally competent, health sciences education to the population we serve, through innovative adaptive learning environments focused on the success of its students to become ethical practitioners and scientists." This mission is rooted in the PHSU's vision which include "to educate underrepresented diverse populations while focusing research efforts on solving health disparities."
- Crucial to this commitment is the recruitment, retention and advancement of a student body that better reflects our communities. Students recruited from these diverse backgrounds will expand other students' understanding of the health disparities in these areas. Furthermore, it is expected that their participation in PHSU health sciences academic programs will affect health care services in their communities.

- Therefore, based on the above and the available data, the following are the PHSU designated diversity categories (Each program/school will adapt these categories based on their specific requirements):
 - Traditionally underrepresented in Health Sciences students with particular attention to those from Black Caribbean ethnic backgrounds (For the purpose of this policy, the Black/African American ethnic category is defined as Black Caribbean)
 - Economically Disadvantaged Students - As defined by the federal or local standards and who qualify for Need-based Scholarships.
 - Educationally Disadvantaged Students - Self-described or graduates from the public-school system
 - Students from Rural or Health Professionals Shortage Areas – As defined in the HPSAs federal documentation or local municipality’s classification.
 - First-generation University students.
 - Non-traditional students.
 - Students with military services/veterans.
 - Neurodiverse/Neurodivergent students.
 - Students that self-identify or are identified as members of LGBTQI+ community with particular but not exclusive emphasis in non-binary individuals.
 - Students with diverse religious backgrounds.
 - Students with diverse migratory status.

Faculty, staff, researchers, and senior administrative staff diversity categories:

- A diverse faculty, staff, researchers, and senior administrators staff members is achieved when the University recruit, retain, and further develop faculty, staff, researchers, and senior administrative staff members that reflect the diversity of the communities served and when the University opens its doors to other underrepresented groups in our society.
- As employees, rules and regulations from the human resources University system apply in terms of non-discrimination policies and open recruitment. However, it is in the best interest of the University to carry out its mission to further recruit researchers, basic scientists, and clinicians as well as to appoint faculty and qualified staff to leadership administrative positions that represent diverse groups.
- The inclusion of more diverse faculty, staff, researchers, and senior administrative staff will enrich the research agenda and the academic environment serving as role models to the student body.
- Therefore, based on available data, the following are the designated categories:
 - Traditionally Underrepresented in PHSU faculty, staff, and senior administrative staff with particular attention to those from Black Caribbean ethnic backgrounds

- Faculty, staff, and senior administrative staff with an Educational Disadvantage Background (originally from the public-school system at the high school level) or originally from selected Health Professional Shortage Areas so designated by HRSA (Health Resources and Services Administration) or Faculty who is first-generation University students.
- Female faculty members as candidates to academic leadership positions.
- Individuals with military services/veterans.
- Neurodiverse/Neurodivergent individuals or faculty, staff, and senior administrative staff with Neurodiverse/Neurodivergent direct relatives.
- Individuals that self-identify or are identified by others as members of LGBTQI+ community with particular but not exclusive emphasis in non-binary individuals.
- Individuals with diverse religious backgrounds.
- Individuals with diverse migratory status.

Institutional DEIC Council

The Institutional Council for Diversity, Equity, Inclusion, and cultural competence shall serve in an advisory capacity to assist the President in reviewing the implementation of the Diversity, Equity, Inclusion and Cultural Competence Policy. The Council shall also advocate for the University's Policy and commitment to creating a culturally diverse academic and work environment.

The following are the most frequent Institutional DEIC Council responsibilities and actions:

- Leadership: organizational change, fundraising, liaison, respond to campus incidents, strategic plan implementation, advise school leadership, additional committee work, strategic communication.
- Programming: event planning/management, intercultural assessments, program evaluation, climate surveys, external speakers, awards & ceremonies, DEIC-related training.
- Faculty / Staff / Senior Administrative Staff engagement: outreach, recruitment/hiring, retention, formal evaluation changes, pedagogical training, curricular change.
- Student engagement: advise student groups, recruitment, retention, success, outreach, student forums, teaching, response to student activism.

The Council shall include faculty, administrative staff, and student representatives.

School/Program/PRI DEIC Council

Every PHSU School and Program, as equal as Ponce Research Institute, will establish its own Council on Diversity and Inclusion responsible for carrying out this policy's purposes. The

Dean/Associate Dean of the School or Program and PRI President will appoint its chairperson, based on appointee's credentials and commitment to diversity and health disparities.

The Council will directly respond to the Dean/Associate Dean of the School or Program and PRI President and will oversee all issues pertaining to diversity and inclusion at the School/Program/PRI. This means involvement with recruitment, retention, and quality services for students, faculty, staff, and senior administrative staff belonging to the diversity categories so described applicable to the School/Program/ PRI and those relevant. As such, this Council will be responsible for the development and implementation of a particular Diversity, Equity, Inclusion and Cultural Competence Strategic Plan that will be aligned with Diversity, Equity, Inclusion and Cultural Competence Institutional Council guidance. Either way, School/Program/PRI will provide information to the Institutional Council used for institutional policies and processes design.

It is expected that as part of the School/Program/PRI DEIC Strategic Plan the following activities and responsibilities will be included, among others:

- Ensure that all members of the School/Program/PRI are made aware of the DEIC Policy.
- Promote a culture of inclusiveness, respect, communication and understanding of diversity.
- Develop students, faculty, staff, researchers and senior administrative staff recruitment programs with the appropriate offices, and enrichment programs to facilitate the admission of qualified students from diverse backgrounds.
- Develop programs in collaboration with the appropriate offices, for the academic advancement and success of students, faculty, staff, researchers, and senior administrative staff from diverse backgrounds.
- Promote the inclusion of diversity, equity, and cultural competence topics in the curriculum and in the Faculty Development Program activities.
- Work closely with the Students Affairs and Human Resources Office to promote institutional and School/Program/PRI policies and regulations when dealing with issues related to diversity, equity, inclusion, and cultural competence.
- Promote research agendas that address health disparities, particularly in areas consonant with this policy diversity category.
- Should seek to impact student selection committees and faculty recruitment processes.
- With the assistance of the Institutional and School/Program/PRI administrative structure, track and collect demographic data on School/Program/PRI's constituents (students, faculty, staff, researchers, and senior administrative staff) in order to properly consider

such domains and characteristics that could strengthen this Policy and their particular ones, such as educational background, life experiences, sexual orientation, record of service, among others.

It is expected that the work of the Council will be dynamic, and it may promote future revisions of this Policy regarding the inclusion of additional diversity categories and changes in the Governance structure to advance the Diversity, Equity, Inclusion and Cultural Competence goals.

Amendments

PHSU Institutional Administrative Committee reserves the right to review and amend this Policy when it is deemed necessary. Any changes to the Policy will be posted on the PHSU Portal for immediate community access.

Violations of this Acceptable Use Policy may be subject to disciplinary action up to, and including, discharge after the established due process.

Repeal and Validity

This Policy does not repeal the provisions established by other University policies and/or governmental agencies' regulations but establishes the requirements of PHSU's Sexual Orientation and Gender Identity/Expression Diversity, Equity, Inclusion, and Cultural Competence Policy.

This policy will be effective for the AY 2023-2024.

Sexual Orientation and Gender Identity/Expression Diversity, Equity, Inclusion, and Cultural Competence Policy

Introduction

PHSU acknowledges and respects that sexual orientation and gender identity/expression (SOGIE) are components of the diversity of individuals. PHSU community members deserve a safe place where SOGIE respect is applied and embraced and where discrimination based on SOGIE for students, faculty, staff, and employees is prohibited. SOGIE-diverse people enrich PHSU providing the perspective of one key component of health determinants. As part of its commitment to diversity, inclusion, equity, and cultural competence, PHSU created this Policy aimed to establish awareness and compliance guidance related to SOGIE academic, workplace and clinical situations.

In this Policy, the use of the acronym SOGIE is based on Human Rights Campaign and The National LGBTQIA+ Health Education Center (The Fenway Institute) literature. We also acknowledge the acronym GSRD (gender, sex, relationship diversity) as one valid for the same purpose.

The elaboration of this policy was the result of teamwork that included the representation of all the Programs and Schools of the University, Ponce Research Institute, and the collaboration of the following institutional components: Compliance Officer, Vice President for Academic Affairs, Vice President for Students Affairs and Human Resources Officer. Eleven drafts of the policy were evaluated. Being a sensitive issue, the policy was submitted to students, staff and faculty consideration, their input was analyzed, and recommendations from this input were included in the final version of the policy.

Legal basis

This Policy is approved by the Institutional Administrative Committee and is effective as of 2023.

Scope

This Policy applies to all active PHSU students, faculty, staff, and employees in Main Campus, East Campus, St. Louis Campus, San Juan University Center, and any outside entities with which the University does business.

Justification

PHSU community members should be treated with respect and dignity and should be able to live without fear, no matter who they are or whom they relate. All PHSU students, faculty, staff, and employees should be guaranteed an educational and workplace environment free from discrimination on the basis of sexual orientation or gender identity and expression.

PHSU students, faculty, staff, and employees should be able to earn a living and pursue a vocation knowing that they will not be fired, demoted, or mistreated because of their relations whom they relate to, how they dress, motivated by their sexual orientation and/or gender identity/expression, and not following the Institutional Dress Code Policy, or does not conform to sex-based stereotypes.

Definitions

(Source: Terms adapted from: Resource Center for Sexual & Gender Diversity, University of Santa Barbara in A Guide for Supporting Trans, and Gender Diverse Students. American Psychological Association, Committee on Sexual Orientation and Gender Diversity, August 2019.) For more definitions, please review the source.

- Sex (Biological Sex)

- Refers to a person based on their anatomy (chromosomes, hormones, gonads, primary and secondary sex characteristics, and/or reproductive organs). Sex terms are male, female, and intersex. Sex is often thought of as biological and legally designated at birth; however, it is experienced as psychosocially and culturally constructed. From a biological perspective, there are three (3) different biological sexes identified: male, female, and intersex.
- Gender Identity
 - The way that people self-identify and define their genders. It is not determined by the biological sex. Words that refer to gender identity include man, woman, trans/transgender, gender non-binary, and genderqueer.
- Gender Expression
 - Personality traits, behaviors, appearance, and body movements pertaining to one's own gender identity. Words that refer to gender expression include masculinity, femininity, gender non-binary, and androgyny.
- Sexual Orientation
 - The direction of one's sexual, physical, emotional, romantic and/or spiritual attractions. It is on a continuum and not a set of absolute categories. Sometimes referred to as affectional orientation or sexual identity, sexual orientation can change over time through a multistage developmental process.
- Personal Gender Pronouns (PGPs)
 - A phrase used as an affirmative way of asking someone how this person would like to be referred. Common examples: she/her/hers, he/him/his, they/them/theirs, ze/hir/hirs.
- Gender Binary
 - The idea that there are only two sex or genders: male/female, man/woman, or masculine/feminine.
- Gender Non-Binary
 - A person who identifies outside of gender binaries. Some non-binary people identify under the trans umbrella. Common terms include agender, genderqueer, gender fluid, and gender nonconforming.
- Transgender or Trans
 - An umbrella term used to describe the full range of people whose gender identity, expression, and/or gender role do not conform to what is typically associated with their sex assigned at birth. Trans people may or may not identify with a particular descriptive term (e.g., trans men, trans women, gender-diverse). Trans Man: Someone who identifies as a man but was assigned female at birth. Trans Woman: Someone who identifies as a woman but was assigned male at birth.
- Stereotype
 - An exaggerated, oversimplified belief about an entire group of people without regard for individual differences.
- Hate crime.
 - Hate crime legislation often defines a hate crime as a crime motivated by the actual or perceived race, color, religion, national origin, ethnicity, gender,

disability, or sexual orientation of any person.

- Discrimination
(Source: American Psychological Association. <https://www.apa.org/topics/racism-bias-discrimination/types-stress>).
 - Discrimination is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age, or sexual orientation. Discrimination could be unethical, unfair, and illegal and is not only for actual classification or for identification but also based on perception (e.g., perceived sexual orientation, perceived gender identity).

Policy

- PHSU prohibits discrimination based on SOGIE for students, faculty, staff, and employees. PHSU requires outside entities with which the University does business (such as vendors, contracted food services, entertainment contracts, and licensees) to comply with the university nondiscrimination policy with respect to SOGIE diverse people.
- PHSU actively seeks to recruit and retain SOGIE diverse students, faculty, staff, and employees, similar to other diverse populations.
- This policy is communicated to all PHSU community members on Campus, in hard copy (brochures, posters, infographics, etc.) and through the Institutional Schools' and Programs' websites.
- PHSU will consider SOGIE community needs in providing counseling and support services to students, employees, and faculty.
- Based on this Policy, PHSU academic, research, and administrative offices will implement rules, regulations, and standard operating procedures that reflect inclusion, equity, and cultural competence with SOGIE-diverse PHSU community members.

Self-identification:

- PHSU respects SOGIE community members' option to self-identification or non-disclosure intent.
- PHSU creates space for experiences outside of the gender binary (he/she) and pronouns are included in this consideration. PHSU understands that pronouns are not preferred, they are established. Referring to "preferred pronouns" can imply that it is optional to use a person's pronouns. This simple effort can make a profound difference in a trans person's experience of safety, respect, and support.
- University data gathering system offers explicit options to capture PHSU community members.
 - current gender identity—when it differs from the person sex assigned at birth,
 - pronouns in use AND prominently displays these pronouns easily accessible for front line staff and providers.
 - name in use—if it differs from their legal name AND prominently displays this name easily accessible for front line staff and providers.
- PHSU offers students and employees dress codes in a non-binary and inclusive format.

Restrooms:

- PHSU provides all-gender restrooms, including gender neutral/unisex single-stall bathrooms, for all community members and visitors. These restrooms have clearly posted signage indicating a policy that allows individuals to use the restroom that aligns with their gender identity.

Advisory Board:

- PHSU has an advisory board or standing advisory committee with duly qualified members to examine SOGIE issues, which reports in an ongoing, active manner with Institutional senior leadership.

Academic Life:

- PHSU offers mandatory and accessible programs that incorporate topics around SOGIE diversity and inclusion issues in new students' orientation programs.
- PHSU makes a concerted effort to incorporate SOGIE issues into applicable courses.
- PHSU offers training opportunities for new faculty/staff/administrators during their orientation program and periodically incorporates topics around sexual orientation and gender identity/expression.

Housing & Residence Life (when available)

- PHSU offers gender-inclusive housing, welcoming students who identify themselves outside of the gender binary as a standard procedure through the on-campus room selection process. The housing selection process will be protected for all students.

Research:

- PHSU supports SOGIE health-focused research, community outreach activities, and academic studies.

Human Resources:

- PHSU is committed to sustain efforts implementing policies aimed at creating a safe and productive workplace for SOGIE-diverse employees and assuring their compliance.

Community Engagement:

- PHSU regularly plans and/or co-sponsor activities and events related to SOGIE diverse people, experiences, and issues/concerns to promote inclusivity.
- PHSU engages in SOGIE-inclusive marketing in its university advertising efforts.
- PHSU collaborates with external SOGIE diversity organizations or community members to collaboratively assess and address SOGIE-related health needs or concerns.
- PHSU encourages, supports, and promotes SOGIE health-related research.

Campus Safety:

- It is PHSU policy of to investigate any disruption to this Policy and to provide ongoing

trainings for public safety officers, as well as for students, faculty, and staff, on identifying hate crimes, hate crime prevention, and how to report and respond to bias incidents and hate crimes.

Amendments

PHSU Institutional Administrative Committee reserves the right to review and amend this Policy when it is deemed necessary. Any changes to the Policy will be posted on the PHSU Portal for immediate community access.

Violations of this Acceptable Use Policy may be subject to disciplinary action up to, and including, discharge after the established due process.

Repeal and Validity

This Policy does not repeal the provisions established by other University policies and/or governmental agencies' regulations but establishes the requirements of PHSU's Sexual Orientation and Gender Identity/Expression Diversity, Equity, Inclusion, and Cultural Competence Policy.

Non-Degree Extended Education

PHSU Admissions Office supports Non-Degree Students (NDS) who are not enrolled in a degree or certificate program through PHSU but would like to take a class. This includes:

- Alumni
- Visiting students and professionals
- Internship, thesis/dissertation, field work, or practicums are not included.
- Application for extended education admission must be received by the Admissions Office prior to the beginning of the term of enrollment for which the applicant is requested to take a course.

To process an application, the following minimum documents are required:

- Application for course enrollment, including a non-refundable application fee in the amount indicated in the Tuition & Fees.
- Approval from Admission's office
- Authorization from Program Director or Department Chair to be enroll in clinical courses
- Letter from the Department/Course director of home institution, certifying comparability of the course with PHSU's.

Approval from Admission's Office and authorization from Vice President for Academic Affairs is required to register.

A non-degree student will not earn a certificate or degree from PHSU, but can take courses for a grade, earn credits, and receive an official academic record.

NDS students may enroll in graduate-level courses. It is advisable that the applicant contact the department(s) offering courses of interest to ensure that their courses are available to non-degree students.

Extended Education Application will pay the corresponding cost per credit for personal and professional growth. In addition, a library fee must be paid. The institution reserves the right to increase the tuition or other fees as deemed necessary. Tuition and fees must be payable on or before registration. All fees and charges are payable in US currency.

All inquiries and application for admission should be addressed to the: Admission Office, Ponce Health Sciences University.

The ND students will not be eligible for financial aid. They must comply with the institutional norms and regulations. Each Program will provide a list of courses available for the ND extended education candidates.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition and fees 2023-2024.pdf \(psm.edu\)](#)
ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

*Ponce Health Sciences University reserves the right to increase the tuition or other fees as deemed necessary. *

Non-Discrimination Policy

The Ponce Health Sciences University (PHSU), as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment based on race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, political affiliation, disability, or status of veteran. Further, the University will continue to take affirmative steps to support and advance its values consistent with the PHSU mission. This policy applies to admission, students, employment, and access to and treatment in PHSU programs and activities. This is a commitment made by the PHSU and is in accordance with federal, state and/or local laws and regulations.

Privacy of Student Records Policy

The University adheres to all applicable federal, Commonwealth and local regulations concerning the privacy or confidentiality of student records, including, but not limited to the Family

Educational Rights and Privacy Act (FERPA). Faculty members are required to strictly comply with the University's FERPA policy in their administration and use of student record.

The Family Educational Rights and Privacy Act of 1974 (FERPA)

For the purposes of this policy, Ponce Health Sciences University has used the following definition of terms.

Student

Any duly registered person who attends or has attended any of the Ponce Health Sciences University academic programs.

Educational Records

Any record (in handwriting, print, tapes, film or other medium) maintained by Ponce Health Sciences University is an agent of the school, which is directly related to a student, except:

- a. A personal record kept by a staff member is kept in the sole possession of the maker of the record; the record must not be accessible or revealed to another person, except a temporary substitute for the maker of the record.
- b. Records created and maintained by the Ponce Health Sciences University to comply with the federal rules and regulation of privacy preservation concern.
- c. An employment record of an individual, whose employment is not contingent on their student's status, provided the record is used only in relation to the individual's employment.
- d. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional if the records are used only for treatment of a student and made available only to those persons providing the treatment.
- e. Alumni records contain student(s) information after they are no longer in attendance at the Ponce Health Sciences University, and which do not relate to the person as a student.

(Note: A college or university is required. by Section 99.7 of the FERPA regulations to provide students annual notification of their FERPA* rights. Its policy must include the method it will use to inform students.)

- Students will be notified of their FERPA rights annually by publication in the student handbook.
- Students will be notified of FERPA rights annually by publication in the student bulletin;
or

- Students will be given a statement of their FERPA rights in their registration packets.

Procedure to Inspect Education Records

- Students may inspect and review their own academic records upon approval of the Registrar.
- Students should submit to the Registrar or Record Officer a written request, which identifies precisely as possible the record or records he or she wishes to inspect.
- The Record Custodian or an appropriate University staff person will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given in 15 days or less from receipt of the request.
- When a record contains information about more than one student, the student may inspect and review only the record related to the student.

* The Family Educational Rights and Privacy Act of 1974

Right of University to Refuse Access

Ponce Health Sciences University reserves the rights to refuse to permit a student to inspect the following records:

- a. Letters and statements of recommendation for which the student has waived the right of access, or which were placed in the file before January 1, 1975.
- b. Records connected with an application to attend Ponce Health Sciences University in that application was denied.
- c. Those records which are excluded from the FERPA definition of education records.

Refusal to Provide Copies

(Note: With an understanding that it cannot deny students access to their records, Ponce Health Sciences University is required to describe the circumstances in which it may deny students a copy of their education records.)

Ponce Health Sciences University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations:

- a. The student has an unpaid financial obligation to the University.
- b. There is an unresolved disciplinary action against the student.

Fees for Copies or Records

The fee for copies will be \$3.00 each. (Note: A college or university may not charge for search and retrieval of the records; however, it may charge for copying time and postage).

Types, Locations and Custodians of Educational Records

(Listing required. Types, Locations and Custodians are examples)

The following is a list of the types of records that Ponce Health Sciences University maintains their locations and their custodians.

Types	Location	Custodian
Applicants Records	Admission's Office	Admissions Director/ Coordinator
Admissions Records of Matriculated Students	Registrar's Office	Registrar
Cumulative Academic Records (Current Students, after graduation, withdrawals and transferred students	Registrar's Office	Registrar
Disciplinary Records	Student Affairs Office	Vice President for Student Affairs
Documents for Financial Aid	Financial Aid Office	Associate Director of Financial Aid

Disclosure of Education Records

Ponce Health Sciences University will disclose information from a student's education records only with the written consent of the student, **except**:

- a. School officials who have a legitimate educational interest in the records. A college or university is required to specify the criteria for school officials and for legitimate educational interest. The following are Ponce Health Sciences University criteria: A school official is:
 - A person employed by the University in an administrative, supervisory, academic or research, or support staff position.
 - A person elected to the Board of Trustees.
 - A person employed by or under contract to Ponce Health Sciences University to perform a special task, such as the attorney or auditor.
 - A school official has a legitimate educational interest if the official is:
 - Performing a task that is specified in his or her position description or by a contract agreement.
 - Performing a task related to a student's education.
 - Performing a task related to the discipline of the student.
 - Providing a service of benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.

- b. To officials of another school, upon request, in which a student seeks or intends to enroll. FERPA requires a college or university to make a reasonable attempt to notify the student of the transfer unless it states in its policy that it intends to forward records on request.
- c. To certain official of the U.S. Department of Education, the Comptroller General and state and local educational authorities, in connection with certain state or federally supported education programs.
- d. In connection with a student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
- e. If required by a state law requiring disclosure that was adopted before November 19, 1974.
- f. To organizations conducting certain studies for or on behalf of the Ponce Health Sciences University.
- g. To accredit organizations to carry out their functions.
- h. To parents of an eligible student who claim the student as a dependent for the income tax purposes.
- i. To comply with a judicial order or a lawfully issued subpoena.
- j. To appropriate parties in a health or safety emergency.
- k. Directory information designated by Ponce Health Sciences University.
- l. The result of any disciplinary proceeding conducted by the Ponce Health Sciences University against an alleged perpetrator of a crime of violence to the alleged of that crime.
- m. PHSU complies with the FERPA USA Patriot Act: Public Law 107-56: DCL April 12, 2002, Section 507. PHSU follows the provisions outlined in the regulations as follows: PHSU only discloses personally identifiable information from an education record to appropriate parties in connection with an emergency *if* knowledge of the information is necessary to protect the health and safety of the student or other individuals.

Record of Request for Disclosure

Ponce Health Sciences University will maintain a record of all requests or disclosure of information from student's education records. The record will indicate the name of a party making the request, any additional party to whom it may be re-disclosure and the legitimate interest the party had in requesting or obtaining the information. The record may be requested and reviewed by the parent or eligible student.

Directory Information

(Note: Disclosure of Directory Information is optional. If the opinion is exercised, a college or university is required to list the items it has designated as Directory information).

Ponce Health Sciences University designated the following items as Directory Information: student name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and previous school attendance and photograph, email, height and weight, honors, education. Ponce Health Sciences University may disclose any of those items without prior written consent, unless notified in writing to the contrary by the student.

The following are not considered as part of the directory information: social security number, religion, ID Number, gender, race, grades, nationality, and GPA.

Correction of Education Records

(Note: Ponce Health Sciences University includes in its policy a procedure for the correction of records).

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedure to correct a record:

- a. A student must ask the official Ponce Health Sciences University to amend a record. They should write Ponce Health Sciences University official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.
- b. Ponce Health Sciences University, registrar, or Record Officer may comply with the request, or it may decide not to comply. If it decides not to comply, Ponce Health Sciences University, registrar, or Record Officer, will notify the student of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
- c. Upon request, the Registrar of Ponce Health Sciences University will arrange for a hearing and notify the student, reasonable in advance, of the date, place, and time of the hearing.
- d. The hearing will be conducted by a Hearing Committee of three members who are disinterest parties; however, the hearing committee members may be officials of the Institution. The student shall be afforded a full and fair opportunity to present evidence relevant to the issue raised in the original request to amend the student's education record. The student may be assisted by one or more individuals, including an attorney.
- e. Ponce Health Sciences University Hearing Committee will prepare a written decision based on the evidence presented at the hearing and it will be submitted to the President to take the corresponding action. The decision will include a summary of the evidence presented and the reason for the decision.
- f. If the President decides that the challenged information is not inaccurate, misleading, or

in violation of the student's right of privacy, it will be notifying the student that they have a right to place in the record a statement commenting on challenged information or a statement setting forth reasons for disagreeing with the decision.

- g. The statement will be maintained as a part of the student's education records as long as the contested portion is maintained. If Ponce Health Sciences University discloses the contested portion of the record, it must also disclose the statement.
- h. If the President decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, the President will order the registrar to amend the record and notify the student, in writing, that the record has been amended.

The Solomon Amendment and FERPA

The Solomon Amendment requires institutions to provide directory-type information on students who are 17 years of age or older upon request of representatives of the Department of Defense for military recruiting purposes. This information- "student recruiting information" – includes student's name, address, telephone listing, date and place of birth, level of education, academic major, degrees received and the most recent previous education institution at which the student was enrolled.

A request for student recruiting information under Solomon must be honored unless there is an exception in the law which precludes the institution from providing the requested information. The most important exceptions are that the university:

- a. Have a long-standing policy of pacifism based on historical religious tradition.
- b. Certify that such information is not collected by the institution.
- c. Certify that each student concerned has formally requested to withhold "directory information "under FERPA from third parties.

The definitions of the terms "directory information" (FERPA) and "student recruiting information" (Solomon) are not synonymous.

All students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

Use and Management of Social Security Number Policy

PONCE HEALTH SCIENCES UNIVERSITY (PHSU) is committed to maintaining the privacy and confidentiality of Social Security numbers (SSNs). PHSU is cognizant of the risk the improper disclosure of SSNs can have on individuals who have entrusted the information to PHSU, including the risk of identity theft. The collection, management and display of SSNs be controlled and the

use of an SSN as an identification number is limited. An SSN may not be used as a primary identifier in a university system and never be used on any public list.

- SSNs may only be requested in certain cases, such as when required by law or for business purposes with certain third-party providers, with appropriate disclosure of their use.
- Online and off-line systems that maintain SSN data must have adequate security controls implemented to protect its confidentiality and integrity.
- PHSU Primary ID (“UPI”) number will serve as the primary identification number for university students, faculty, and staff. A UPI is assigned to all persons affiliated with the University and is displayed on the University’s ID Card.

Violations of this policy are to be reported to the University’s Compliance Officer.

Scope

This policy sets forth the framework for PHSU’S collection, management, and use of Social Security numbers (SSN) and is applicable to all PHSU units.

- This policy will not apply to clinical and patient systems maintained by PHSU that are required to use the SSN for billing and healthcare coordination purposes.
- SSNs are considered an identifier under the Health Insurance Portability and Accountability Act (HIPAA).

Requirements for Appropriate Use and Management of Social Security Numbers (“SSN’s”)

1. Collection of SSNs for University records

1.1 SSNs may be collected and recorded when needed by federal or state governmental agencies or by outside third parties mandated to collect SSN information (example: health care providers, students’ loans, etc.).

1.2 PHSU employees authorized to collect SSNs may request an SSN during the execution of their duties if a primary means of identification, such as the UPI number, is not known or available.

1.3 PHSU employees may not collect SSNs, except for those purposes noted below.
Enrollment: Those wishing to enroll in academic offerings at the

1.3.1 PHSU- both credit and non-credit - may be required to provide an SSN for secondary identification purposes. IRS regulations require PHSU request an SSN as a Taxpayer ID number for use in tax reporting. In addition, any student applying for Financial Aid must provide an SSN to the University. If a person enrolling in PHSU academic offering - credit or non- credit - cannot provide a SSN, certain services, such as transcripts, enrollment verification, tax reporting and financial aid may not be available to the individual and the University cannot guarantee a complete academic record for the individual.

- 1.3.2 Immigration Law: An SSN may be collected as necessitated by immigration law or regulations.
- 1.3.3 Certification Exams/Cooperative Experiences/Internships: An SSN is required to be collected and reported for students who are taking certification exams if mandated by the certifying agency. Students participating in internships OR Coop experiences may also require the student to provide an SSN for the other entity.
- 1.3.4 Employment: Any person employed by PHSU must provide an SSN as the taxpayer ID number as directed by the IRS. This includes all employees, including part-time and student employees. Providing the SSN is a condition of employment. Applicants for employment must also provide a SSN, if requested, for mandatory background checks.
- 1.3.5 Employee Benefits: If required by a benefits provider, the SSNs of dependents may be collected to receive service. PHSU may also release an employee's SSN to benefit providers.
- 1.3.6 Payment for Personal or Professional Services: Any person providing services to PHSU as an independent contractor, invited speaker (honorarium) or research subject for which payment will be made, must provide an SSN as the taxpayer ID number per IRS regulations. These taxpayer ID numbers will be stored in the Finance Department as part of the vendor record.
- 1.3.7 Other Entities: The SSN may be released to entities outside PHSU where required by federal or state law, regulation, or procedure, or if the individual grants permission.

2. Maintaining the Security and Privacy of SSNs

- 2.1 All records containing SSNs, whether on or off-line, will be considered confidential information and should be maintained appropriately to protect the confidentiality and integrity of this information.
- 2.2 PHSU will take reasonable precautions to protect SSNs for all individuals who provide it.
- 2.3 An SSN may not be used as a primary identifier in PHSU system.
- 2.4 When records including SSNs are no longer needed, disposal of the records must follow University information retention and destruction policies and procedures.
- 2.5 SSNs are confidential data and may not be used for the purposes of data mining.
- 2.6 SSN's may not be used, in part or in whole, as a user ID or password for accessing a computer system or for generating any type of identifier.

- 2.7 SSNs in their entirety or in any portion may not be used nor posted where they can be exposed to the public, including timecards, class rosters, grade rolls and bulletin board announcements.
- 2.8 SSNs may not be used as an identifier for the collection of data for research or academic purposes.

3 Security Controls for Computer Systems Maintaining SSNs

- 3.1 Systems storing SSNs must contain security controls that protect the integrity and confidentiality of this information. Controls must include:
 - 3.1.1 Authorization controls that require a user ID and password and that restrict access to information on the system based on an individual's job responsibilities.
 - 3.1.2 Network security controls, in which any system with SSNs must be protected by a network firewall and any other security control ordered by the IT Department.

4 SSNs Shared with Third Parties

- 4.1 SSNs may not be shared with third parties, with the exceptions of:
 - 4.1.1 As required or permitted by law.
 - 4.1.2 With the consent of the individual.
 - 4.1.3 Where the third party is an agent or contractor for the University and has demonstrated that controls are in place to prevent unauthorized distribution.

Sanctions

It shall be the responsibility of each unit/Department of PHSU to meet the requirements set forth in this policy. Violation of this policy may result in disciplinary action up to and including termination of employment. Violation may also result in civil and criminal penalties based on state and federal privacy statutes. PHSU acknowledges that a violation of this Policy is subject to administrative penalties from the Consejo de Educación Superior not less than \$500 up to \$5,000. (Law 186 for 2006, Article 2.)

Additional Information

For additional information about this policy, or to file a report, contact the University's Compliance Officer.

Reasonable Accommodation Policy

Ponce Health Sciences University (PHSU) is an institution of higher education that is committed to the well-being of the students in all aspects of their life. Our purpose is to provide services to students in accordance with “Americans with Disabilities Act of 1990” which includes changes made by the ADA Amendments Act of 2008, which became effective on January 1, 2009. Also, in compliance with Section 504 of the Rehabilitation Act 1973.

The Reasonable Accommodation Institutional Policy is a guideline to provide services based on these laws. All applicants accepted to PHSU must be able to meet the technical standards (see recommendation for standard review) described in the PHSU Admissions Policy. PHSU is not required to modify its admissions requirements for applicants with disabilities if the prospective students are unable to meet them.

Accepted candidates that need special accommodations are responsible to contact the Office of Academic Affairs; it is the student’s responsibility to make their condition known to PHSU designated officials and to seek out assistance. The impairment must be one that substantially limits a major life activity. If you have a psychological disability or medical condition that you believe requires modification to the standards conditions, apply for accommodation. (Refer to Reasonable Accommodations Policy in Student Handbook)

Campus Resources

Reasonable Accommodation Committee	Student Affairs
Grace M. Morales Mercado, MSS, LRC 787-840-2575 Ext. 5733 gracemorales@psm.edu	Elisandra Rodríguez, MS 787-840-2575 Ext. 5723/4824 elirodriguez@psm.edu
Carlos Sellas, PsyD 787-840-2575 Ext. 2504 csellas@psm.edu	Enid González, Ed.D Student Success Manager 787-840-2575 Ext. 5782 egonzalez@psm.edu
Ivan Hourruitiner, MD 787-840-2575 Ext. 2504 ihourruitiner@psm.edu	Title IX
Vivian Green, PhD 787-840-2575 Ext. 5630 vgreen@psm.edu	Jonaira Arroyo Rivera, M.Ed, CPL 787-840-2575 Ext. 2174 jarroyo@psm.edu
Yaritza López, PhD	Counseling Services

787-840-2575 Ext. 5571 ylopez@psm.edu	
Academic Affairs	José Soto-Franceschini, PhD, CDL 787-840-2575 Ext. 5852 jsoto@psm.edu
Elizabeth Rivera, Ed.D 787-840-2575 Ext. 4799 erivera@psm.edu	Community Liaison and Diversity Officer
Wilda Vélez 787-840-2575 Ext. 4769 wvelez@psm.edu	Waleska Rodríguez Millán 787-840-2575 Ext. 4739 wrodriguez@psm.edu
Compliance Officer	Wellness Center
Waleska Murphy 787-840-2575 Ext. 4737 wmurphy@psm.edu	Ponce Health Sciences University 787-812-2525
Community Resources	
Oficina del Procurador de las Personas con Impedimentos (OPPI)	Administración de Rehabilitación Vocacional (ARV)
PO Box 41309 San Juan, PR 00940-1309 787-725-2333	PO Box 7871 Ponce, PR 007362-7871 787-842-6122; 787-268-3735 (TTY)
Programa de Asistencia Tecnológica (PRAT)	Office for Civil Rights (OCR) U.S. Department of Health and Human Services
Edificio de la Editorial UPR, Jardín Botánico Norte, Carr. #1 km. 12.0, Rio Piedras, PR 00972 787-474-9999 Asistencia.tecnologica@upr.edu	Eastern and Caribbean Region – (New Jersey, NY, Puerto Rico, Virgin Islands) Linda Colon, Regional Manager Jacob Javits Federal Building 26 Federal Plaza – Suite 3312 New York, NY 10278 Customer Response Center: (800) 368-1019 Fax: (202) 619-3818 TDD: (800) 537-7697 ocrmail@hhs.gov

Teachout Policy

Scope

This policy applies to administration and faculty in all programs of Ponce Health Sciences University (PHSU).

Policy

The decision to close a degree or certificate program requires substantial planning and careful consultation with all those affected. Every effort should be made to inform everyone affected as fully as possible about the conditions leading to a decision of such importance and all available information should be shared. As the immediate interests of current students and faculty are most directly affected, their present and prospects require sensitive and timely attention and involvement. The university teach-out policy aims to protect the interests of students and faculty and to satisfy the requirements established for the University by the Middle States Commission on Higher Education (MSCHE) and the Oficina de Registro y Licenciamiento de Instituciones de Educación (ORLIE) during this process.

In accordance with Federal regulations, the University is required to submit a teach-out plan to MSCHE and CEPR for approval if any of the following occurs:

- a. The institution notifies MSCHE and ORLIE that it intends to cease operation entirely.
- b. MSCHE or ORLIE terminates accreditation or the candidacy of an institution.
- c. The USDE notifies either MSCHE or ORLIE that it has initiated an emergency action against the institution or an action to limit, suspend, or terminate an institution participating in any Title IV, Higher Education Act program.
- d. A State Licensing or authorizing agency notifies either MSCHE or ORLIE that an institution license or legal authorization to provide an educational program has been or will be revoked.

More specifically, if the University decides to close an educational program, or the entire institution, one of the following options must be followed:

- a. Execute a Teach-Out Plan. The teach-out option occurs when the institution "teaches-out" currently enrolled students; no longer permanently admits students to programs; and terminates the educational program or the operations of an institution.
- b. Develop and implement a Teach-Out Agreement. The teach-out agreement option occurs when the institution enters a contract with another institution or organization to teach out the educational programs or program.

Both teach-out plans and teach-out agreements must include the following information:

- a. Dates of termination and closure.

- b. An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure.
- c. An explanation of how students will be helped to complete their program of study with minimal disruption or additional expense.
- d. How faculty and staff will be redeployed or helped to find new employment; and
- e. If closing an institution: signed copies of teach-out agreements with other institutions, if any; and arrangement for the storing of student records, disposition of final financial resources and other assets.

The teach-out plan addresses graduate students as well as prospective and currently enrolled students. The teach-out period and teach-out plan will vary by academic department and/or program and must be determined and approved in advance at all required levels, as specified under Responsibilities below.

Definitions

- ***Degree Program.*** A degree program is an organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by assignment of a Classification in Instructional Programs (CIP) code by the National Center for Educational Statistics or as demonstrated by the existence of similar degree programs at other colleges and universities.
- ***Certificate Program.*** A certificate program is a coherent course of study leading to the awarding of a credential. A college credit certificate is not intended as a degree, but as a supplement to a student's specific educational goals or professional career preparation. Completion of a college credit certificate generally is related to a specific field and usually associated with a limited set of occupations.
- ***Educational Program.*** A degree program or college credit certificate program.
- ***Date of program termination.*** The date on which the educational program is closed permanently to admission.
- ***Date of program closure.*** The date on which the last student in teach-out has completed the educational program.
- ***Notification.*** A letter from an institution's chief executive officer, or his/her designated representative, to MSCHE or ORLIE summarizing a proposed change, providing the

intended implementation date. The policy and procedures for reporting and reviewing of institutional substantive change are outlined in the document *Substantive Change: Institutional Closure or Institutional Status Requiring a Teach-out Plan*.

- **Accreditation Liaison Officer (ALO).** The individual at the institution who is responsible for ensuring the timely submission of annual institutional profiles and other reports as requested by either MSCHE or ORLIE in the years between accreditations. With the VP or Academic Affairs, the Accreditation Liaison Officer is responsible for the accuracy of all information submitted to either MSCHE or ORLIE and for ensuring ongoing compliance with standards, policies, and procedures beyond reaffirmation. During the Reaffirmation Cycle, the Liaison serves on the Self-Study Teams and oversees all staffing aspects of the Reaffirmation process.
- **Teach-Out Plan.** The written plan and subsequent process by which the University provides institutional and academic support services to students enrolled in an educational program that has been discontinued. The teach-out process often extends well beyond the termination date (the date on which the site or program is closed permanently to admissions) to allow time for enrolled students to complete their program in a reasonable amount of time. The plan must provide for the equitable treatment of students in an institution.
- **Teach-Out Agreement.** A written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program.

Procedures

Responsibilities

The Vice President for Academic Affairs, the relevant Dean (and relevant Department Chair) whose scope of authority involves an educational program being considered for termination shall inform and involved affected faculty and staff at the earliest possible stage of consideration. Once the decision to pursue closure of an educational program has been made, the relevant Dean shall forward a proposal to the Vice President for Academic Affairs. The proposal should be developed with the involvement of faculty and students as possible and should outline the:

- a. Nature of the program,
- b. Reason for termination,
- c. Number of students currently enrolled,
- d. Progression statistics of students in the program,

- e. Resources used to offer the program,
- f. Financial savings, if any, realized from the termination,
- g. Explanation of how any students enrolled in the program will be helped to complete their program,
- h. Assessment of whether any faculty will be adversely affected by termination and
- i. Explanation of how affected individuals will be informed of the planned termination.

The Dean should be available to brief the Vice President for Academic Affairs and, in the case of the institution closing, the Accreditation Liaison Officer of the pending decision. The Vice President for Academic Affairs will work with the Dean to develop and coordinate presentations on the proposal to the President and the University Board of Directors.

The Dean and Chair shall work to develop a teach-out plan (See Appendix A, "Teach-Out Academic Plan") and implement the notification elements of the plan for students and faculty. Appendix B provides a general summary used to brief faculty and students as "Sample Student and Faculty General Communication Summary." Both current and prospective students should be notified as soon as practicable (See Appendix C and D for sample letters). The Dean is responsible for on-going monitoring and reporting on implementation of the teach-out plan. A monitoring report should be used to provide periodic reports to the Vice President for Academic Affairs on the status of the teach-out. The monitoring report shall also be used to advise students of their progress in the teach-out. (See Appendix E, "Sample Program Monitoring Report.")

The Institutional Administrative Committee shall review the initial proposal to terminate an educational program forwarded by a relevant Dean. The Faculty Committee appointed by the school or program will determine whether any faculty will be adversely affected by termination and act to implement provisions in the University Faculty Guidelines. The Institutional Administrative Committee shall notify the Vice President for Academic Affairs and help facilitate the Vice President for Academic Affairs presentation on the change to the President and the University Board of Directors.

The Vice President for Academic Affairs will ensure the proposal for termination is brought forward for discussion to the President. The Vice President for Academic Affairs will develop and coordinate the presentation on the proposal to the University Board of Directors and work with the relevant Dean to ensure all affected parties are notified on pending decision. The affected parties must include the faculty, students, and the Council of Deans. Once the President and the University Board of Directors have approved termination of the program, the Vice President for Academic Affairs will be updated periodically by the relevant Dean on the notification and approval process and will receive periodic updates from the relevant Dean on the implementation of the teach-out plan.

Affected Groups

- a. Prospective students with active applications awaiting admission decisions to a degree program should be immediately advised to seek alternative programs by the appropriate unit, generally the academic department or program. Prospective students should be given as much time as practicable to seek alternative opportunities. The academic department or program also should immediately suspend admission of new students.
- b. Prospective graduate students are those who have active applications awaiting admission decisions to an affected degree program. As soon as the decision to terminate is made, the appropriate unit, generally an academic department or program, should immediately suspend admission of new students and advise students who have already been admitted that they must complete the degree program within a teach-out period. The graduate degree must be completed within the teach-out period. Such students must meet the minimum credit hour requirements for the degree.
- c. Graduate students currently enrolled in a terminated degree program should be given an opportunity to complete their degree programs. Departments and programs should work with such students to develop a strategy for completion within the teach-out period. Programs should be as flexible as possible in facilitating and allowing currently enrolled graduate students to complete their degree program. Such students must meet the minimum credit hour requirements for the degree.
- d. Graduate students previously admitted into a terminated educational or degree program who are not currently enrolled shall have their requests for readmission made on a case-by-case basis. At a minimum, the decision to readmit shall consider the ability of the department or program to offer needed courses within the teach-out period and the student's previous performance within the terminated educational program.
- e. Graduate students currently enrolled in a terminated certificate program should be given an opportunity to complete their certificate. Departments and programs should work with such students to develop a strategy for completion within the teach-out period. Students should expect to take enough courses each semester, including summers, to enable them to complete all requirements within the teach-out period. The teach-out period will continue for no more than two academic years following the date of which notice of termination is given to students. The teach-out period will vary by certificate program and must be determined by the department and college with approval of the Vice President for Academic Affairs. The certificate must be completed within the teach-out period. Such students must meet the minimum credit hour requirements for the certificate.

Faculty should be involved in and informed of plans to terminate a degree or certificate program at the earliest possible stage of consideration. Faculty shall be informed of any potential layoff considerations covered by the University Faculty Handbook at the earliest possible stage of consideration and be kept apprised of recommendations forwarded to the University Board of Directors regarding plans to terminate a degree program or certificate program.

Appendixes A-E

A: Sample Teach-Out Academic Plan

Department:

Date of Program Termination:

Required Course During Teach Out - Fall 20xx - Spring 20xx

Course	Fall 20xx	Spring 20xx	Fall 20xx	Spring 20xx
<i>Sample required course 1</i>	2 sections (Instructor 1 and TBA)	1 section (Instructor 1)	1 section (TBA)	Not offered
<i>Sample required course 2</i>	1 section (Instructor2)	1-2 sections (Instructor2, Instructor3)	1 section (Instructor2)	1-2 sections (Instructor2, Instructor3)
<i>Sample required course 3</i>	1 section (Instructor3)	1 section (TBA)	1 section (Instructor3)	1 section (TBA)
<i>Sample required course 4</i>	Another Course (Instructor4)	Another Course (Instructor4)	Another Course (Instructor4)	Another Course (Instructor4)
<i>Sample required course 5</i>	1 section (Instructor5)	1 section (Instructor3)	1 section (Instructor5)	1 section (Instructor3)
<i>Sample required course 6</i>	Not offered	1 section (Instructor3)	1 section (Instructor3)	1 section (Instructor3)
<i>Thesis Project/Practicum (For graduating seniors)</i>	1 section (Instructor6)	1 section (Instructor7)	1 section (Instructor6)	1 section (Instructor7)

(Note: Parenthetical information indicates tentative faculty assignments as of March 20xx)

B: Sample Program Termination Student and Faculty General Communication Summary

Currently Enrolled Students

At the time the decision was made to terminate the sample program, 20 students were enrolled. An additional 12 were admitted, as planned, during spring 20xx. This admission brought the total number of students enrolled in the program to 32. 17 of those students are on track to graduate at the end of spring example year. As a result, 15 students are directly impacted by the decision. The Monitoring Report attached has the information on those students.

Each of those students was notified of the change and has been in for advising and conversations regarding their ability to complete the program. All the students are expected to complete the program no later than spring 20xx. Because the Department will continue to offer most courses traditionally required for the terminated degree program and is committed to completing these 15 students, no formal academic calendar was initially developed for these students. The department is contacting each of the students and asking them to come in to sign the letter below and to develop a formal academic calendar. These academic calendars will be kept on file by the departmental advisor and utilized to 1) advise the students each semester, 2) track the Teach-Out Plan and 3) prepare the monitoring report. It is anticipated that these sessions will be completed by April 20xx.

Not-Formally-Admitted (NFA) and Transfer Students

At the time the decision was made to terminate the program, 50 students were designated as NFA, in the sample program. These students have received the attached letter and were invited to meet with the departmental advisor to answer any questions. These students have been moved to the NFA in another sample program and are being advised on the application and admissions process of the other sample program.

Additionally, the Department has been in touch with Admission Committees regarding transfer students. Contact information for admitted students interested in the program to be terminated is to be sent to the department and the attached letter forwarded to them.

Overall Student Communications

The Department created a FAQ site to address students' concerns. The site can be found at: For information purposes, all students in the Department were notified of the programmatic change.

The Department has been in touch with the Office of Student Affairs to make sure that the Program Guide and Academic Calendar were updated to indicate that the program was being terminated.

C: Sample Current Student Notification

Subject: Current Student Notification

Dear:

As you know, the Department plans on merging the sample program into another program and implementing a new program. The faculty determined that the degree title did not accurately reflect the course offerings, a finding echoed during the recent reaccreditation findings. PHSU Board of Directors approved terminating the sample program on date certain. We regret it is therefore no longer possible to continue admitting students and offering this program in the future. The University is committed to enabling you and other students already in the program the opportunity to complete the program and obtain your PHSU degree. The program will have a teach-out period of two years, ending in Spring date certain, to enable you to complete the program requirements and graduate.

The teach-out will work as follows: The current program and all the courses will be offered until Spring date certain, at which time the degree will no longer be available. If you desire to earn this degree, it is your responsibility to complete the program in the time allotted. Ms. X, the Department Advisor, will assist you with identifying comparable programs to which you may wish to transfer, in the event you cannot complete the program at PHSU during the teach-out period. The Department has developed an FAQ resource regarding the program merger. It can be found at:

We ask that you work closely with staff, your advisor and program faculty to ensure you are aware of all program requirements and the availability of required courses. You will be provided with an academic plan that, if followed, will enable you to complete the degree plan within the teach-out period. The University wants to ensure that the time, effort, and resources you have already devoted to your PHSU education produce the results you want. We are committed to serving you and helping you complete your degree.

Sincerely,

XXX, Dean

I have received and read the above letter.

Student Signature

Date

D: Sample Not Formally Admitted and Transfer Student Notification Letter

Subject: Not Formally Admitted and Transfer Student Notification Letter

Dear Mr. x:

Thank you for your interest in our sample program at PHSU. We are very excited about some new opportunities and changes on our horizon, and we want to share our vision with you as you consider your decision to study at PHSU.

The Department is in the process of merging with the sample program. We will offer a PhD through another program, and we are now incorporating the new program into our course catalog, comprised of continuing and new courses.

[Explanation of why the change is being made and possibilities available for the student.]

Student #	Student Name	Number of programs SCH earned as of	Program termination letters sent	Signed response from students	Academic Calendar provided to student	Last semester of student's enrollment	Date student completed requirements or other actions regarding the student
1.							
2.							
3.							

If you have any questions about this transition, please contact our Office of Student Affairs or me. We will be more than happy to answer your questions.

Thank you and we look forward to an exciting new year!

Sincerely,
XXXX
Chair
Department
University

E: Sample Program Monitoring Report

College:

Dean:

Academic Degree Program:

Degree Level of Program:

Number of Students still Enrolled in Program: Total Credit Hours Required in Program:

Date of this report:

Individual Completing the Report:

Student Services and Activities

Student Services

Admission

The Admissions Office and the Medical and Non-Medical Admissions Committees are responsible for selecting the best candidates to apply for admission to each existing program. The Admissions Office receives the applications, arranges interviews and convenes the Admissions Committees for the pertinent decisions.

Refer to specific admission requirements on the academic programs section.

ACADEMIC PROGRAMS AND COURSES.

You can also contact the Admissions Office staff at:

admissions@psm.edu

787-840-2575, extension 5742

Registrar

The Registrar's Office is under the direct supervision of the Vice President for Students Affairs. The primary role of the Registrar is to maintain the permanent records and documents that pertain to each matriculated student's progress through medical or graduate school.

The main services offered by the Registrar's Office are to:

- Prepare and maintain custody of all academic records following the regulations of Buckley Amendment (Buckley Law).
- Coordinating Registration Procedures.
- Coordinate Veterans Services.
- Provide certifications of Enrollment, Class Lists and Deferments.
- Prepare the evaluation of records for promotion and graduation.
- Certify Degrees and Academic Standing.
- Certify Enrollment for USMLE Part I and II.
- Prepare, maintain, and distribute the Official Transcript.
- Receive, record and secure documentation for final course grades.

- Establish policies for access to student Academic Record in accordance with Federal Ed Rights and Privacy Act (FERPA).

Certifications

A fee will be charged to students who request academic certifications or certification of enrollment for other purposes. Certification for Income Taxes will be free of charge. Certifications for verification of Degree follows the same steps as for enrollment certification. (Must fill a request form and pay)

Transcripts

The student's academic record is an official document and copies are made upon the request of the student.

1. Students who need official transcripts of their record for personal use or official use must fill in a transcript request form at the Registrar's Office and must pay a fee for each copy at the Finance Office. The Registrar's Office requires five working days for processing the transcript request. No transcripts will be sent by fax.
2. Official transcripts must bear school seal and will be sent directly to the Institution requested by the student.
3. Transcripts requested for personal use of the student will be handed to the student personally; if the student authorizes another person to come for the transcript, a written authorization is needed, and the person must have identification. Transcripts handed to the student must be labeled "student copy".
4. Student undergraduate transcripts are confidential records kept for exclusive use of Ponce Health Sciences University Registrar's Office and will not be given to the applicant or third person under any circumstances.
5. No transcripts or certifications will be honored if the student has outstanding debts.

[Download Transcript Request Instructions](#)

[Download and fill out Transcript Request Form](#)

and send it by email at: registrar@psm.edu

Student Financial Aid

The Office of Student Financial Aid (OSFA) is under the direct supervision of the Vice President for Student Affairs. The prime objective of the OSFA is to assist the students in reaching their educational career goals by providing information and technical assistance on the various sources of student financial assistance programs.

Technical assistance is provided in the completion and processing of all relevant financial aid applications for the federal and/or local government, as well as any private funding sources.

The staff of the OSFA, works as a team, to offer the following basic technical services to the students: information about the diverse federal financial aid programs; information about the scholarship/grants available at PHSU; technical assistance in the completion of all forms/applications; application and verification process of Federal Application for Student Aid (FAFSA) and loans applications; electronic application for original FAFSA and FAFSA RENEWAL; electronic loan application system of students' loans;; entrance counseling for new borrowers; exit counseling for students graduating and/or withdrawing; debt Management and Financial Counseling.

Financial Needs Analysis

The amount of funds allocated to the student depends upon the economic need that is determined by a process known as “needs analysis”. This procedure has two steps:

1. STEP I involves the evaluation of the data presented in the Federal Application for Student Aid (FAFSA) by the U.S. Federal Government to determine the “Expected Family Contribution” (EFC). The EFC is the amount that the student should contribute towards his/her cost of education.
2. STEP II consists of the following basic calculation: “Cost of Education” minus “EFC” equals Financial Need.

The student cannot receive financial assistance more than the determined “Financial Need”. If according to this formula, the student does not demonstrate financial need, the student may only qualify for non-need-based programs of financial aid. The total need based, and non-need-based funds allocated cannot exceed the total educational budget as approved by PHSU.

Awarding Funds: Upon the review of the application and documents received, the Staff of OSFA determines the educational need of each applicant. The next task is awarding of loan amounts and preparing the award notification for each student. Those applicants that will be considered for scholarships are presented to the Scholarship Committee chaired by the Vice President for Student Affairs.

Notification of Award: As soon as the awarding process is completed, a “Notification of Award” is forwarded to each student. This Notification indicates the award allocated, the total educational budget amount utilized in the awarding process and the “Expected Family Contribution”. No response is required if the student accepts the awards. There is a ten-day period for response to the Notification of Award.

Disbursement of Funds: The student is requested to authorize PHSU to credit the student's account with any funds received on their behalf. Subsequently, the student receives any disbursement either as a check or, if requested, an electronic deposit to a checking or saving account.

Disbursement of funds for semester programs is at least once per semester. For trimester programs, disbursement is at least once per trimester. Certification Programs receive disbursement at commencement and mid-point of program year.

Cost of Education

The Cost of Education or educational budget is an annual approximation of the expenses that the student will incur for the particular academic year. All the items of the educational budget relate to the student's program of studies, academic year, resident status, board, or non-board, single or married, etc. These education budgets are the foundation for determining the financial students' awards.

Applying for Financial Aid

Application Procedure: The applicant must complete the following documents by the specified deadline date:

1. All Students:
 - a. Complete the **FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)**.
 - b. Submit [PHSU required forms](#) to the Office of Student Financial Aid by deadline date.
2. New Entrance Students:
 - a. You must fulfill the [Entrance Counseling](#) and Master Promissory Note prior to the disbursement of the student loan funds. If you cannot access the website, please arrange a personal interview with a staff member of the OSFA.

In addition to these basic criteria, students must meet the specific requirements of each source of financial aid:

1. Must be a U.S. citizen or eligible non-citizen.
2. Must be enrolled at least half-time.
3. If currently enrolled, must maintain satisfactory academic progress according to the norms established by the University.
4. Cannot be in **DEFAULT** to any federal loan program or **OWE ANY REFUND** to any federal grant program at any previously attended institution.
5. Have a valid Social Security Number.

6. Sign a statement on the **Free Application for Federal Student Aid (FAFSA)** certifying that the federal funds received will be used only for educational purposes.
7. Foreign students must present a copy of their citizen documents or permanent resident visa. A foreign student soliciting a student loan, not having these documents, must provide documentation from the U.S. Department of Immigration and Naturalization and a co-signer that meets the citizenship requirements of the lending institution.
8. Demonstrate financial need for any need-based program.

Financial Aid Available

Scholarships: There are several different scholarships available to the students from sources outside Ponce Health Sciences University. Some of these scholarships require a repayment commitment by the recipient, such as one year of obligated service for each year of scholarship received: ARMY, NAVY, AIRFORCE and NATIONAL HEALTH SERVICE CORPS.

The Ponce Health Sciences University allocates funds received from sources such; the Commonwealth of Puerto Rico (Beca Ayuda Suplementaria); National Medical Fellowship, Inc., and others.

Institutional Scholarships to cover educational expenses are available for distribution. Annually Institutional funds are allocated to distribution among students. The scholarships committee integrated by faculty members of all programs selects the recipients, the total distribution exceeds \$100,000 annually. Some fund-raising activities are being developed to increase the availability of funds for this purpose.

To be considered for available scholarships, the student should request in writing a financial aid form.

Loans

The student applies for educational loans with our technical assistance. The interest rate of these loans is usually less than private loans. As of July 1st, the interest rate is set by the federal government annually. The most frequently processed loans are:

1. Federal Loan Changes

The Budget Control Act of 2011 was passed on August 2, 2011. Some of the provisions in the act impact federal student loan programs offered at Ponce Health Sciences University. These changes WILL NOT affect the amount of loan funding available. However, loan funding will become more expensive. Here are the key provisions affecting future federal graduate and undergraduate student loans:

- a. Graduate and Professional Students Only:

Beginning July 1, 2012, all graduate and professional students will lose the interest subsidy on the Subsidized Stafford loan. The graduate Stafford loan program will become entirely unsubsidized, which means the loan will accrue interest while a student is in university. These changes will not affect the annual and aggregate borrowing limits. The maximum amount a student can borrow will remain at \$20,500 per academic year.

- b. Loss of “origination fee rebate” affecting Stafford, Grad PLUS:

Beginning July 1, 2012, the full fee will be charged.

- c. Loss of interest rate reduction:

The last change is the loss of the .25% interest rate reduction if you pay your loans electronically while in repayment.

We recommend that students monitor their Federal Loan borrowing history online at:

http://www.nslds.ed.gov/nslds_SA/

2. Unsubsidized Direct Loans

The fixed interest rate is established annually by the Federal Government and the Federal Government does not pay the interest while the student is in the university. However, as an Institution participating in the previous HEAL program, the student of our MD, PsyD, MPH, PhD and DrPH programs may be eligible for an additional loan award.

3. Aggregate Amount of Loans

The Doctoral Student (including MD, DrPH, PhD Psy, PsyD, PhD Biomed) may obtain an aggregated \$224,000.00 in Stafford Loans of which \$65,500.00 can be Subsidized and \$158,500.00 Unsubsidized. PHSU Graduate Programs at the master level have an aggregated limit of \$138,500.00, of which \$65,500.00 are Subsidized Stafford Loans. The Bachelor in Science in Nursing Program (Undergraduate) has an aggregated limit of 50,000, of which 25,000 are Subsidized Direct Loans. The aggregated debt limit includes ALL LOANS, both undergraduate and graduate levels.

4. Graduate Plus Loan

There are no fixed annual or aggregate loan limits. A graduate or professional student may be awarded a PLUS loan for up to the student’s cost of education minus other financial assistance.

Credit will be verified; interest begins to accrue upon disbursement. Interest rate and Origination fee are annual set by the Federal Government that is shared with the applicant during the application process on the website: studentaids.gov. Repayment begins immediately, but you may obtain a deferment while in university. PLUS, loans have no grace period, so repayment begins upon graduation or withdrawal from the university.

5. Alternative Loans

Students who are not eligible for Title IV funds may use other alternative loans. There are several alternative loans programs for health professional students. These are credit-based loans that may be used to supplement other types of financial assistance. The loan amounts vary from \$10,000 to \$20,000 or higher. The interest rate is variable, accrued while in university and usually based on the current “Prime Rate” plus a lender’s predetermined interest rate. Repayment may be up to 20 years. Alternative Loans sometimes provide funds to complete the remaining need after the student is awarded other financial aid. Due to the high interest rate that these loans represent, the student should seek these loans as a last resource to their financial need. The school does not have any preferred lender, therefore, openly processes those requests presented by any of our students.

Graduate Assistantships/Fellowships

There are research assistantships provided by faculty members for externally funded research projects. One of these programs is the [Minority Biomedical Research Support Program](#) (MBRS) that may be available for participation. The program provides student support that includes salary and fringe benefits. Additional information may be requested at the Offices of the Deans, Program Directors and/or faculty.

Financial Aid Policies-General Policies

1. Awards will be given to those applicants that meet the Satisfactory Academic Progress policy of the University.
2. Students requesting consideration for institutional, state and or any other scholarship program must provide confidential parents’ economic information on their [FAFSA](#) (initial or renewal application), as well as the PHSU application. Documentation to collaborate the parents’ information must be presented.
3. Cancellation of any loan may result if the student fails to sign the Master Promissory Note (MPN), the Disclosure Statement or any other document required by the lending institution.
4. Cancellation of an award may result if the student or parents misrepresent and or provide false or incorrect information on any document. Since PHSU uses the FAFSA for

establishing the student's aid eligibility and allocates funds received from the U.S. Federal Government, any misrepresentation may be subject to sanctions under provisions of the United States Criminal Code.

5. The student provides authorization for funds to be accredited to the student's account.
6. Tuition refund, also known as credit balance, will be made according to the PHSU Refund Policy for U.S. Dept. of Education Title IV and or Non-Title IV funds. According to policy and regulations PHSU will return credit balances within 14 days from the date of disbursement.
7. Students must report any information that modifies their financial data, such as change in personal and or family income, marital status, etc. If this update results in a change of eligibility and award, the Staff of OSFA shall communicate the same to the student.

Privacy of Information

All activities and or documents submitted on behalf of an applicant for financial aid are strictly confidential. Without the written consent of the applicant, no information is released to anyone according to the FERPA regulations adhered to at PHSU. If parents request non-disclosure, a student does not have accessibility to the documents submitted by the parents. PHSU does have the right to disclose information relevant to the determination of the financial aid for which a student has applied or received and or the conditions set forth by the specific financial aid program.

Leave of Absence

One approved Leave of Absence (LOA) will be considered within any twelve-month period commencing with the first day of the leave. The student having an approved leave of absence is eligible for an "In-University Deferment" to allow delayed payment of educational loans. A student who takes an unapproved leave of absence is not given an "In-University Deferment". The student not returning on the specified termination date of the leave of absence will have lost the "In-University Deferment" status and the "Six Months Grace Period" would have begun retroactively from the first day of the leave of absence.

Suspension of Eligibility for Drug-Related Offenses

If convicted of any offense involving the possession of a controlled substance, a student's eligibility for Title IV Financial Student Aid Program will be denied for:

- One year after the first conviction
- Two years after the second conviction
- Indefinitely after the third conviction

If convicted of any offense involving the sale of a controlled substance, a student's eligibility for Title IV Financial Student Aid Program will be denied for:

- Two years following the first conviction.
- Indefinitely after the second conviction

Eligibility may be restored if the student partakes in an approved Federal Government Rehabilitation Program.

Appeal Procedure

Students who are denied financial aid may appeal the decision as follows:

- Submission of a written request for an interview with the Director of OSFA to review the awarding process.
- If not satisfied with the explanation, the student is referred to the Vice President for Student Affairs for review of appeal, outcome and or any additional referral.

Refund Policy

Please refer to the PHSU REFUND POLICY section.

Resource Links

1. Scholarships/Grants
 - [Financial Aid Information](#)
 - [Scholarship Services](#)
 - [Grants - Fellowships, etc.](#)
2. Government Information
 - [Scholarships, loans, grants, etc.](#)
 - [Grants](#)
3. Professional Health Organizations
 - [Medicine](#)
 - [Public Health](#)
 - [Psychology](#)
 - [Biomedical Sciences](#)

Student Affairs

The Office of Student Affairs (OSA) provides a variety of services for the entire student body to assist Ponce Health Sciences University fulfill their common goal: excellence in education.

The main goal of the Student Affairs Office is to assist the students in addressing many of their personal and psychological needs for them to concentrate their efforts in the learning task.

The Office of Student Affairs is available to help the students with health care services, counseling, study, and test taking strategies, post-graduate training, National Residency Matching Programs, students' extracurricular activities and more.

The Office of Student Affairs provides these services by directly supervising the Counseling Center and the Student Success Office.

The personnel from OSA are available to meet and provide adequate resources to fulfill the students' needs.

Tutoring Services

The Counseling Center offers tutoring services to students who require support to improve their performance in specific courses. Students can access the tutoring services directly, requesting the service through the Tutoring Services Coordinator.

Students can also be requested to participate in tutoring services as part of a recommendation from the promotions committee or a preemptive referral from the Academic Department (Faculty, Course Directors, or Deans).

All tutoring services are provided by faculty-recommended and faculty -approved advanced students who demonstrate proficiency in the topic or course.


All tutoring services are free of charge for PHSU students.

Alumni

Alumni Relations

PHSU Alumni Relations Division was reorganized in 2019 to strengthen our ties with our past graduates. In 2022, PHSU Alumni Relations began the process of establishing a scholarship program for all academic disciplines. Various activities are planned to build and support this important initiative. PHSU dedicates itself to graduating bilingual, culturally competent physicians, and healthcare professionals, through innovative adaptive learning environments focused on the success of its students to become ethical practitioners and scientists.

The Foundations of the Alumni Relations Division



The Mission of the Office of Alumni Relations is to foster an enduring relationship between Alumni and current students that result in collaboration, advocacy, and philanthropic support for Ponce Health Sciences University and Ponce Research Institute.

Vision

To create a diverse and global community of alumni who are focused, empowered, and eager to support the university and its students.

Guiding Principle

The Office of Alumni Relations is aligned and deeply committed to playing a part in furthering the academic and philanthropic mission of PHSU. We do this by supporting the institutional mission of PHSU which is to provide a world-class, culturally competent education and research focused on the success of its students to become ethical practitioners and scientists.

Contact or Update Your Alumni Record

Quetsy M. Robles

Alumni Relations Coordinator

Office: 787-840-2575 Ext. 4704

Cell: 939-227-7740

Student Activities

Eligibility for Extracurricular Activities

Students may organize extracurricular activities. However, written permission from the Office of Student Affairs must be obtained prior to the activity. The Vice President for Student Affairs or designee will ascertain the good academic progress of the students involved and Administration will give permission for the use of University Facilities.

Student Organizations

Any student organization at PHSU must be registered and approved by the Student Affairs Office before starting its operation or activities. The registry must include the following information: the name of the organization or group, its goals and objectives, the names of its board members with the respective positions and a brief description of the requirements and procedures for enrollment or initiation. New organizations or groups may register between July and October every year as far as they present the required information. The information must be updated on a yearly basis, including the list of members.

Encouragement to participate in organizations to meet individual and group needs and interests is tempered by the need of the student to be in good academic standing.

Students Associations

The *American Medical Student Association* (AMSA) is an independent national organization of medical students. In individual schools AMSA plays an active role in student life through community service projects, workshops, and speaker presentations. These activities help keep medical students aware of the world around them.

National membership in AMSA provides many advantages. Members receive *The New Physician*, AMSA's national magazine, each month. Other benefits include discounts on certain medical texts, availability of health and life insurance and opportunities for students wishing to spend a few months working abroad. AMSA is open to all medical students and their participation is welcome.

Medical students have a place in organized medicine through student membership in the American Medical Association (AMA). Each accredited medical school in the U.S. can be represented in the AMA-Medical Students Section (AMA-MSS) by a delegate and alternate delegate, who are the voting members. Nevertheless, assemblies are open to all medical students and any student may submit a resolution to AMA-MSS for consideration.

Alpha Omega Alpha (AOA) is the only national honor medical society in the world. Its goal can be expressed in a phrase: to recognize and perpetuate excellence in the medical profession. Organized nationally in 1902, the PHSU chapter was chartered in 1990.

Medical students, faculty and alumni can be selected for AOA membership. Scholastic achievement is a prime consideration but is not the sole criterion for election. Integrity, leadership, and devotion to the welfare of one's fellowman are important attributes. A maximum of one sixth of each graduating class may be inducted into the honor society. Membership may also be extended to faculty and alumni who have established themselves as local or national leaders in clinical practice, medical education, or biomedical research.

Each year the honor society sponsors a variety of activities aimed at enriching educational environment such as the community service projects designed by its members to achieve the principle behind the society's motto which is "*worthy to serve the suffering*".

Specialty Interest Groups have the purpose of helping the medical student learn more about the specialty as a career of choice. It also prepares the students for the resident matching process

and promotes activities in the community. Some interest groups are Family Medicine, Surgery, Pediatrics, Internal Medicine, and others.

The Graduate Student's Association (GSA) is a fully autonomous student body that represents all graduate students to the community of Ponce Health Sciences University (PHSU). The GSA formally represents the interests, ideas and suggestions of the graduate students and helps individual graduate students with specific problems related to all aspects of the graduate program. One of the main goals of the GSA is to promote communication between the graduate students themselves, as well as between the school's administration and its various departments.

The PsyD Student Association was founded in 1999 as a forum for discussion of recent issues in Psychology. Its mission also includes support to the student body and community service.

PHSU Tuna: It is the first tuna of a School of Medicine in Puerto Rico and the Caribbean; it aims to create a group for any student of our institution who is interested in a space of brotherhood, music, and service.

A comprehensive list of the authorized associations is available on the PHSU Web Page.

Student Government

Student Council: As the principal representative of the student body in administrative and academic matters the Student Council serves as an advisory group to the Administration and should facilitate the conveyance of information to the student body. As with all other advisory groups within the University the Student Council does not dictate policies. However, its recommendations can influence and impact administrative decisions.

Class Officers: Every class may select a President, Vice-president, Secretary, Treasurer and Public Relations Officer.

Each class elects its officers from among students in good academic standing. The list of class officers must be presented to OSA during the first months of the academic year. It shall include the names, positions, telephones, e-mails and or other relevant information. Class Presidents have the responsibility to serve as intermediate between the University and their class only. Presidents do not represent the entire student body.

The Student Council and Class Officers should meet periodically with the officials at the Deanship of Students Affairs to facilitate close cooperation between the students and the administration.

The Presidents of each class and the Presidents of each student organization are ex-officio members of the Student Council.

Please refer to the Student Handbook for more comprehensive information about student organizations.

Awards

Each year students could be nominated, selected, or elected to receive any award in the areas of academic performance, research, and service to the community. Some of the awards might be CIBA, McGraw-Hill, Merck Manual, SAEM, Scholarships, Dean List, Who's Who Among Students in American Universities and Colleges, among others. Also, each department/program selects an outstanding member of the graduating class to be recognized at the Commencement Ceremony. The student is selected based on overall scholarship and character demonstrated throughout their years of studies. It is the highest honor that can be conferred on a student by the faculty.

Academic Programs and Courses

Doctor in Medicine (MD)

Mission

To educate bilingual ethical professionals who provide compassionate, culturally competent health care and generate high-impact research to reduce health disparities in the populations we serve in Puerto Rico and the US through high-quality education in a diverse environment.

Vision

To be recognized as a world leader in delivering bilingual, culturally competent medical sciences and research education.

Program Description

The medical education curriculum is a 4-year program of 164 weeks. The curriculum reflects our mission to educate bilingual, ethical professionals who provide compassionate, culturally competent health care.

PHSU-SOM operates on four campuses. The main 4-year campus is in Ponce, Puerto Rico. Two regional clinical campuses in Puerto Rico—the Mayaguez Campus and the San Juan Campus—receive a group of students to complete their third-year clerkships/rotations, and St. Louis, Missouri campus, where students pursue the full four-year curriculum. The same curriculum is delivered in Puerto Rico and St. Louis.

The pre-clerkship phase comprises two years of preclinical coursework, including the core basic science disciplines of Gross Anatomy, Histology and Cell Biology, Biochemistry, Physiology, Pathology, Pharmacology, Microbiology/Immunology, and Neurosciences.

Integration of clinical content and early clinical experiences through Pathophysiology, Introduction to Clinical Skills, Behavioral Sciences, Basic Psychiatry, Community Medicine & Geriatrics, Community Medicine & Health Promotion, Family & Community Medicine, Clinical Correlation (Problem-Based Learning), Interprofessional Perspectives on Health Disparities, Medical Ethics, and Epidemiology & Biostatistics.

The preclinical curriculum emphasizes active learning modalities using a flipped classroom model. Case discussions allow students to apply knowledge to real clinical situations, and the classroom interactive response system (iClickers) provides the opportunity for formative assessment of students' understanding of core concepts.

The year three clinical phase curriculum comprises the core clerkships in Pediatrics, Internal Medicine, Obstetrics and Gynecology, Family Medicine, Psychiatry, and Surgery.

Also, during the third year, a longitudinal course in Radiology and two longitudinal courses in Professional Development that expose students to general education and humanism topics, including the history of medicine, translational research, medical practice, and preparation for residency programs are offered.

The year four clinical phase curriculum comprises other core clinical experiences in Internal Medicine, Emergency Medicine, and Primary Care Selective and six four-week elective rotations that provide additional clinical experiences in several subspecialty fields to prepare students for the next level of training.

Medical Education Program Objectives

1. **Medical Knowledge:** Medical students must demonstrate knowledge about established and evolving biomedical, clinical, epidemiological, and socio-behavioral sciences, as well as the application of this knowledge to patient care.

By the time of graduation, students are expected to:

1. Explain the normal structure and function of the body and each of its major organ systems, as well as the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.

2. Explain the genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic causes of disease states and their pathogenesis.
 3. Identify epidemiological and other factors that place individuals at risk for disease or injury, select appropriate tests for detecting threats, and determine preventive strategies for responding appropriately.
 4. Interpret the results of commonly used diagnostic studies.
 5. Formulate appropriate management strategies in the care of patients with common conditions, both acute and chronic, including pain and rehabilitation.
 6. Describe the mechanisms by which therapeutic agents work and apply the principles of pharmacology in patient care.
2. Patient Care: Students must be able to provide patient care that is compassionate, appropriate, and effective for the promotion of health and the treatment of health problems.

By the time of graduation, students are expected to:

1. Demonstrate caring and respectful behaviors when interacting with patients and their families.
2. Obtain a complete and accurate medical history that covers all the essential aspects of the history taking in a patient-centered interview. Identify health issues and correlate with patient's age, gender, cultural, spiritual beliefs, psychological and socioeconomic status.
3. Perform a comprehensive and/or a problem-focused physical examination, including a mental status examination and accurately interpret the findings.
4. Formulate, using clinical reasoning an initial diagnostic impression and differential diagnosis.
5. Recommend appropriate diagnostic studies and therapeutic management plan based on patient information and preferences, current scientific evidence, and clinical judgment.
6. Perform or assist during routine technical procedures, including but not limited to venous and arterial puncture, placement of an intravenous line, transurethral and nasogastric catheters and suturing of simple wounds.
7. Recognize patients with life threatening conditions, with serious physical and or mental acute/chronic conditions in need of critical care and institute appropriate initial therapy.

8. Counsel and educate patients care givers and families about patient's condition and aspects of health promotion and prevention.
 9. Solve clinical problems in the context of culture, psychological, socioeconomic status and the spiritual-health beliefs and needs of the patient.
3. Interpersonal and Communication Skills: Students must demonstrate interpersonal and communication skills that result in the effective interchange of information and collaboration with patients, their families and health professionals.

By the time of graduation, students are expected to:

1. Develop a team relationship with patients and their families to provide patient centered care.
 2. Use a patient centered approach with effective listening and communication skills during the medical interview.
 3. Demonstrate effective oral and written communication skills in English and Spanish, with patients, their families and health professionals.
 4. Document patient information in a comprehensive, timely and legible electronic or written medical record.
 5. Demonstrate leadership skills as a member of a health care team and other professional groups.
 6. Demonstrate effective interaction with colleagues and health care professionals to provide patient-centered care.
4. Practice-based Learning and Improvement: Students must be able to investigate and evaluate their care of patients, appraise, and assimilate scientific evidence and continuously improve patient care based on constant self-evaluation and life-long learning.

By the time of graduation, students are expected to:

1. Demonstrate capacity to accept personal limitations and continuously improve one's medical knowledge and clinical skills.
2. Identify the information resources and tools available to support life-long learning and self-improvement.
3. Review and incorporate the most current and relevant evidence-based information in the diagnosis and management of patients.
4. Explain how to conduct clinical and translational research, its scientific and ethical principles and apply the results and evidence derived from those studies to patient care.

5. Systems-based Practice: Students must demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.

By the time of graduation, students are expected to:

1. Work effectively in various health care delivery systems.
 2. Deliver patient care according to the regulations and resources of health care systems.
 3. Advocate for quality patient care and assist patients in dealing with system complexities.
 4. Promote cost-effective health care and optimal resources allocation.
 5. Formulate appropriate management strategies for patients with clinical conditions that require short and long-term rehabilitation.
 6. Identify and assess factors that place a patient's safety at risk and select appropriate interventions to minimize them.
 7. Collaborate with colleagues, health care providers and other professionals to assess and coordinate patient care.
6. Professionalism: Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles and sensitivity to a diverse patient population.

By the time of graduation, students are expected to:

1. Recognize ethical and legal dilemmas in medicine and demonstrate commitment to ethical principles.
2. Demonstrate sensitivity to the diversity of patient population, including, but not limited to differences in culture, social status, gender, sexual orientation, and health beliefs.
3. Demonstrate understanding of and respect for the roles of other health care professionals.
4. Demonstrate honesty, integrity, and respectful behavior in all interactions with patients and families, peers, preceptors, members of the healthcare team and others.
5. Demonstrate compassionate treatment of patients, respect and sensitivity for their privacy and dignity.
6. Recognize the threats posed by conflicts of interest and advocate for patients' interest over one's own

7. Demonstrate respect for patient's autonomy in decision-making.

Admission Requirements

The primary goal of the MD Program is to provide quality medical education. A strong foundation in the Basic Sciences is stressed so that students can obtain the most from their training in the clinical sciences. The students must be fluent in English and Spanish (writing, reading, speaking, and understanding), or their application will not be considered.

1. Bachelor's degree (BS or BA)

Ordinarily, four years of undergraduate education are necessary to prepare for entrance into medical school; however, special programs (e.g., combined baccalaureate-M.D. programs) may allow this to be reduced. General education that includes the social sciences, history, arts, and languages is increasingly important for developing physician competencies outside of the scientific knowledge domain. Ponce Health Sciences University strongly suggests that applicants apply with a BA / BS completed at a college-level institution accredited by the Council of Higher Education of PR or by a US accrediting organization. Within the studies of the degree, all applicants are requested to have completed the following courses:

Course Title	Credits
Biology	8
Chemistry	8
Organic Chemistry	8
Physics	8
Mathematics	6
Behavioral and Social Sciences*	6
Spanish	3
English	3

*Revised: December 20, 2016

*Any of the following: Psychology, Sociology, Anthropology, Political Sciences, and/or Economics.

The English and Spanish requisites are direct language classes (grammar or literature). For the English courses, classes from other departments described as "intensive writing" may be considered as a substitute.

In addition to the above requirements, we strongly recommend coursework in Biochemistry, Cell Biology, Genetics, Microbiology, Liberal Arts, and Humanities.

2. Fully bilingual in English and Spanish (read, write, speak, and understand)
3. A minimum GPA of 2.7 (on a four-point scale) is required for applying; our average is 3.5.

4. A minimum SGPA of 2.7 (on a four-point scale) is required for applying; our average is 3.3.
5. A minimum MCAT score of 494 will be required to be eligible.
6. Required immunizations before admission:
 - a. Tdap booster
 - b. MMR (2 doses)
 - c. Hepatitis B (3 doses)
 - d. Varicella (2 doses)
 - e. Polio (if under 21 years old)
 - f. Flu shot (annual doses)

These requirements may vary according to the Centers for Disease Control (CDC) and the Advisory Committee on Immunization Practices recommendations.

Selection Criteria

When evaluating the applicants, the Medical Admissions Committee selects the best candidates to apply. We look for accepting students with integrity and maturity that show concern for others, leadership, and a positive attitude toward working with people. Preference will be given to residents, but US citizens from the mainland are also invited to apply.

The Medical Admission Committee evaluates applications considering several factors which include:

1. Academic Performance
2. MCAT scores
3. Applicant's essay
4. Extracurricular activities
5. Life experiences
6. Experience in the health field (research, community work)
7. Interviews
8. Letters of Recommendation

Accepted applicants who are still completing the degree must successfully complete all courses in progress at the academic level they had been performing at the time of application.

How to Apply

PHSU-SOM participates in the centralized application service provided by the American Medical Colleges Application Service (AMCAS), a division of the Association of American Medical Colleges (AAMC). The electronic web-based application is available at: www.aamc.org

The AMCAS application deadline is DECEMBER 15 of the year before the requested admission date. We require a secondary application; the following documents will be requested after the AMCAS application is received at the Admissions Office:

1. US\$85 Application Processing Fee (Check or Money Order payable to Ponce Health Sciences University). Non-refundable.
2. Official Transcript (s) – You must send an official copy directly to the Admissions Office. These are besides the one(s) you sent to AMCAS. If, at present, you are enrolled in the necessary classes to complete your degree or prerequisites, you must also send a transcript once you complete the courses or degree.
3. Letters of Recommendation (a minimum of three) - Your letter authors can forward your letters to AMCAS in one of the following ways:
 - a. AMCAS Letter Writer Application: This application enables letter authors to upload PDF versions of letters to AMCAS rather than send letters via mail.
 - b. Interfile or Virtual Evals (VE)
 - c. Regular Mail: Make sure your letter author has a copy of the AMCAS Letter Request Form, which includes your AAMC ID and AMCAS Letter ID. Your letter writer should include this form when sending your letter to guarantee that your letter correctly matches your application.

The letters should provide input from people in responsible positions who can comment on your academic, employment, or volunteer performance, advocacy experience, character, and interests. For undergraduates, this often means professors, academic advisors, or employers. Letters from people who know you, rather than those with impressive titles, are the most valuable.

ONCE THE APPLICANT IS ACCEPTED, an AMCAS CRIMINAL BACKGROUND CHECK (Certiphi Screening) will be conducted. The acceptance will be revoked if a criminal record appears in the background check results.

Upon acceptance, all students are required to submit the following:

1. Written confirmation of acceptance and a deposit of \$100.00 to secure your seat in the entering class.
2. Evidence of up-to-date immunization certificate, including Hepatitis B, Influenza, and COVID 19.
3. Puerto Rico Health Certificate or Quantiferon TB Test.
4. Other documents will be notified as pertinent.

Registration, orientation period, and commencement of classes take place in the second half of July.

Graduation Requirements

To receive the MD degree, every student must fulfill the following requirements:

General Requirements

1. Time Frame for Completion of the Academic Program

A medical student will be allowed a maximum time frame of two years of enrollment beyond the standard required to complete the program. Summer enrollment is considered part of the academic year for the measure.

The total years to complete the degree include those years accredited on admission to MD Program for transfer students.

Program	Standard	Maximum
Doctor of Medicine – Four-Year Program	4 years	6 years

2. Completion of Program Requirements

a) Course Requirement

Students must complete **all required courses, clerkships, and electives** within the established time frame.

b) Performance Requirement

A student must pass each required course, clerkship, and elective. Any student failing to meet this performance standard will be referred to the Students Promotion Committee to determine the action to be taken.

c) Medical Licensure Exam Requirement

USMLE Step 1 must be taken and passed before beginning the clerkship phase of the curriculum. A passing score for USMLE Step 2 CK is required for graduation.

d) Professional Behavior Requirement

The students must conduct themselves following the norms for professional conduct set forth by Ponce Health Sciences University and the corresponding accreditation agencies.

e) Clinical Practice Examination (CPX)

All medical students must take and pass a Clinical Practice Examination (CPX) at the end of their first clinical academic year.

3. The SOM Student Promotions Committee reviews students' cognitive and attitudinal aspects of performance to decide if student complies with graduation requirements.

USMLE Requirements

United States Medical Licensing Examination (USMLE) Policy

This policy states the requirements and timeline established for Ponce Health Sciences University medical students for the USMLE examinations. The Satisfactory Academic Progress (SAP) policy for the MD Program establishes that six years is the maximum time to complete the entire academic program.

Comprehensive Basic Sciences Examination

1. All medical students must take the Comprehensive Basic Science Examination (CBSE), developed by the National Board of Medical Examiners (NBME), as a USMLE Step 1 performance indicator in January and May.
2. The test score will be used to assess the readiness of the student to pass the USMLE Step 1. A minimum score in the CBSE is required to be authorized to take the USMLE Step 1. The required minimum score is revised annually and announced to second-year students at the beginning of each academic year.

USMLE Step 1

The student applies to take the USMLE Step 1 through the Licensing Examination Services at the USMLE website and selects the eligibility period.

1. Students who pass all pre-clerkship courses, and obtain the required minimum score in the NBME CBSE, must take, and pass the USMLE Step 1 before beginning the clerkship phase of the curriculum.
2. The student must take the USMLE Step 1 no later than July 10 to have the results before starting third-year clerkships. If a student fails the USMLE Step 1, the student must enroll in the PHSU Basic Science Review Course (SKD 091) to prepare to pass the USMLE Step 1.
3. The student can only enroll to begin the clerkships during the official dates published by the Registrar's Office.
4. Students have a maximum of three opportunities to pass the USMLE Step 1.
5. Students cannot be enrolled in remedial courses for more than one year in preparation for passing the USMLE Step 1 or out of the regular medical program curriculum unless for an approved medical LOA.
6. Students who fail the USMLE Step 1 for the third time or have been one year or more out of the regular medical program curriculum program will be referred to the Student Promotions Committee for consideration of dismissal from the Medicine Program.

USMLE - Step 2

1. All medical students must pass the USMLE Step 2-CK component as a requirement for graduation.

2. It is strongly recommended that the students take the USMLE Step 2-CK no later than August 30 of the year they apply to residency programs so that the score is available when the Electronic Residency Application System (ERAS) opens and the interviews for residency programs begin.
3. Students must receive passing scores on the USMLE Step 2 CK by the annual deadline for their rank order lists to be verified by PHSU and be able to participate in the National Resident Matching Program (NRMP). Without verification of graduation credentials by the medical school, students will not be able to participate in the match process.
4. The last opportunity to take and pass the USMLE 2-CK examination to complete this graduation requirement with the May graduating class will be the last week of April of the corresponding graduation year.

Approved by Medicine Program Curriculum Committee: April 1st, 2023.

Effective: July 1, 2023

Clinical Practice Examination

1. All medical students are required to take and pass a Clinical Practice Examination (CPX) to be given at the end of their Third Academic Year.
2. Written feedback concerning individual performance will be provided to each student.
3. Students not meeting the acceptable level of performance will receive guided learning to overcome areas of low performance during one or more of the fourth year required clinical rotations. A modified version of the exam will be given after the completion of the guided learning experience.
4. Satisfactory completion of this additional guided learning fulfills the requirement to pass this examination.

Grading System

The medicine program defines grades of courses based on the following system:

Grade	Percentage	Points
H	90-100	Honor
P	70-89	Pass
F	69 and below	Fail
E	Extended	
I	Incomplete	
W	Withdrawal	
AW	Administrative Withdrawal	
R	Repeated	Modifier to another grade
NG	No-Grade Reported	Under specific circumstances

The numerical grade obtained in each course may be included as part of the Medical Student Performance Evaluation (MSPE) that the SOM prepares as part of the requirements for application to residency programs.

Satisfactory Academic Progress Policy

Implementation Date/ Effective Date	AY 2023-2024
Last Reviewed/Update	June 15, 2023
Approved by	Executive and Policy Committee
Initially Approved	July 2001

Medical Education (MD)

A Satisfactory Academic Progress (SAP) policy has been established to ensure that medical students complete the academic program within the acceptable time frame and the minimally accepted quality of performance. This policy also ensures that the Student Financial Aid requirements set forth by federal regulations have been met. The SAP applies to all medical students enrolled in the Ponce Health Sciences University School of Medicine. Student academic progress is evaluated twice each academic year by the SOM Students Promotion Committee, which determines whether students comply with promotion and graduation requirements.

General Requirements

3. Time Frame for completion of the Academic Program

A medical student will be allowed a maximum time frame of two years of enrollment beyond the standard required to complete the program. Summer enrollment is considered part of the academic year for the measure.

The total years to complete the degree include those years accredited on admission to MD Program for transfer students.

Program	Standard	Maximum
Doctor of Medicine – Four Year Program	4 years	6 years

4. Completion of Program Requirements

f) Course Requirement

Students must complete **all required courses, clerkships, and electives** within the established time frame.

g) Performance Requirement

A student must pass each required course, clerkship and elective. Any student failing to meet this standard of performance will be referred to the Students Promotion Committee to determine the action to be taken.

h) Medical Licensure Exam Requirement

USMLE Step 1 must be taken and passed before beginning the clerkship phase of the curriculum. A passing score for USMLE Step 2 CK is required for graduation.

i) Professional Behavior Requirement

The students must conduct themselves in accordance with the norms for professional

conduct set forth by the Ponce Health Sciences University and the corresponding accreditation agencies.

j) Clinical Practice Examination (CPX)

All medical students are required to take and pass a Clinical Practice Examination (CPX) at the end of their first clinical academic year.

k) Student Promotions Committee

The SOM Student Promotions Committee reviews students' cognitive and attitudinal aspects of performance to decide if they can advance to the next academic year or graduate, in the case of senior medical students.

Grade Requirement

The Ponce Health Sciences University Medical Program does not measure academic progress by cumulative grade point average. To graduate, the student should pass all required courses, clerkships, and electives. Satisfactory Academic Progress will be reviewed each semester.

An Incomplete Grade could be assigned following the Institutional Incomplete Grade Policy. The student must complete the "I" (Incomplete) by the following semester, or an - "F" will be recorded for that course. The "I" (Incomplete) grades are part of the academic record, as are the final grades.

Academic Probation

Any student failing to meet Ponce Health Sciences University medical program performance requirement will be referred to the School of Medicine Students Promotion Committee and placed on academic and financial aid probation. The following guidelines will be applied:

1. If the student fails one course, he/she should remediate the deficiency during the summertime. In these cases, an associate dean will notify the student that he/she is under academic probation and authorize summer enrollment.
2. If the student fails two or more courses or fails a course a second time, he/she may be considered for either repetition of courses or dismissal.
3. If the Students Promotion Committee determines that the student must repeat one or more courses during the summer or the next academic year, the student is considered on academic probation.
4. If the Students Promotion Committee determines to dismiss the student from the medical program, the student must be informed about his/her right to appeal.
5. If the dismissal decision is reversed by due process, the student will be considered on academic probation.

Appeal Process

Students referred to the Student Promotions Committee (SPC) will be notified, stating the reasons for the referral, and informing them about their right to be heard or provide information to the SPC. Course or clerkship directors should recuse themselves if the student being considered had an unsuccessful outcome in their course. Any Committee member who has a

conflict of interest as having personal relations or providing health care to the students must also recuse themselves.

Students who have been notified a decision of the SPC that they must repeat an entire year of study or are dismissed from the medical program have the right to request a reconsideration of the decision from the SPC within five working days of receiving the notification.

The appeal or due process presented below must be followed.

The student will request in writing a reconsideration of the decision to the School of Medicine Students Promotion Committee (SPC) and include all relevant documentation to support the request. The student has the right to attend and provide information about their case to the Committee. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision.

If the SPC sustains the adverse decision, the student has the right to appeal to the Dean of Medicine. The appeal must be submitted in writing within five working days of receiving the notification. The Dean of Medicine will evaluate the appeal and the student's academic record. The Dean can appoint a three-member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Dean is final.

The Ad Hoc committee will notify the student of the date and time when the case will be heard. The student has the right to attend and provide information about their case to the Ad- Hoc Committee. The Dean of Medicine will consider the Ad-Hoc Committee recommendation and make the final decision.

Any decision will be reported to the student in writing. The decision made by the Dean of Medicine is final. During the appeal process, the student has the right to withdraw from the school at any time up to the point when the Dean makes the final decision.

The same process described above will be followed in the case that the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. The Department Chairperson, the Associate Dean for Medical Education, or the Vice-President of Student Affairs will refer the case to the SPC. If the SPC recommends dismissing the student, the appeal process described above may be activated.

If an adverse decision is made due to non-academic reason and the Dean of Medicine sustains the decision after the appeal process, the student may appeal to the Vice President for Academic Affairs and then to the President.

Financial Aid Eligibility

Financial Aid eligibility is contingent upon satisfactory academic progress. Please refer to the institutional policy on Satisfactory Academic Progress published by the Office of Financial Aid.

Enforcement

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

The President, the Vice President for Academic Affairs, the Vice President for Student Affairs, the Dean of Medicine, the Associate Dean for Medical Education, the Registrar, and the Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policy here set forth.

Rev. November 30, 2020, and February 16, 2021, December 12, 2022, by the Executive and Policy Committee of the School of Medicine

Tuition and Fees

For more details on PHSU tuition and fees, please refer to: [Tuition and fees 2023-2024.pdf \(psm.edu\)](#)
ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

*Ponce Health Sciences University reserves the right to increase the tuition or other fees as deemed necessary. *

Refund Policy

Non-attendance and withdrawal after the add/drop period will be subject to the reimbursement policy established by PHSU which reads as follows:

- The Enrollment Deposit Fee guaranteeing registration is non-refundable.
- Students withdrawing prior to the start of classes will receive a complete refund for tuition and fees.
- Fees are non-refundable once the term has commenced.
- Students withdrawing on or before the Friday of the second week of classes will receive a 75% refund of tuition.
- Students withdrawing on or before the Friday of the sixth week of classes of the semester will receive a 50% refund of tuition.
- Students withdrawing on or before the Friday of the tenth week of classes of the semester will receive a 25% refund of tuition.
- After the tenth week of class, tuition is non-refundable.

As discussed, the VA checklist and submission of updated catalog information will be due by the end of August and your office will include the different sections in the required documentation.

Curriculum

FIRST YEAR: 40 weeks

FIRST SEMESTER				SECOND SEMESTER			
Code		Preclinical Courses	Credits	Code		Preclinical Courses	Credits
ANA	601	GROSS ANATOMY, EMBRYO. & IMAGING	9	PHY	602	NEUROSCIENCE	5
BCH	612	MEDICAL BIOCHEMISTRY I	5	BCH	614	MEDICAL BIOCHEMISTRY II	5
ANA	605	HISTOLOGY & CELL BIOLOGY	4	PSY	610	BEHAVIORAL SCIENCE	3
MED	630	CLINICAL CORRELATION I	2	MED	631	CLINICAL CORRELATION II	1
PHY	692	PHYSIOLOGY I	4	PHY	694	PHYSIOLOGY II	4
FCM	719	COMMUNITY MEDICINE & GERIATRICS	2	FCM	720	COMMUNITY MEDICINE AND HEALTH PROMOTION	2
IHD	919	INTERPROFESSIONAL PERSPECTIVES IN HEALTH DISPARITIES	1	MIC	642	MICROBIOLOGY I	4
		-----		MED	635	MEDICAL ETHICS	2
		Total credits	27			Total credits	26

Total Credits: 53

SECOND YEAR: 40 weeks

FIRST SEMESTER				SECOND SEMESTER			
Code		Preclinical Courses	Credits	Code		Preclinical Courses	Credits
PHA	781	PHARMACOLOGY I	5	PHA	782	PHARMACOLOGY II	3
PSY	713	BASIC PSYCHIATRY I	2	PSY	714	BASIC PSYCHIATRY II	2
MIC	643	INFECTIOUS DISEASES I	4	MIC	644	INFECTIOUS DISEASES II	2
MED	732	INTRODUCTION TO CLINICAL SKILLS I	4	MED	733	INTRODUCTION TO CLINICAL SKILLS II	1
FCM	721	FAMILY & COMMUNITY MEDICINE	2	FCM	722	EPIDEMIOLOGY AND BIOSTATISTICS	2
MED	734	FUNDAMENTAL PATHOPHYSIOLOGY FOR CLINICAL MEDICINE I	3	MED	735	FUNDAMENTAL PATHOPHYSIOLOGY FOR CLINICAL MEDICINE II	3
PAT	761	PATHOLOGY I	5	PAT	762	PATHOLOGY II	4
				ICP	080	INTRODUCTION TO CLINICAL PRACTICE	2
				SKD	090	SKILLS DEVELOPMENT	1

		Total credits	25			Total credits	20

Total Credits: 45

CLINICAL CURRICULUM: Four Semesters*

THIRD YEAR: 40 weeks and FOURTH YEAR: 44 weeks (5 weeks summer break)

Code		Clinical Curriculum	Weeks	Credits
Typical semesters 1 and 2				
PED	872	PEDIATRICS	8	10
OB/G	852	OBSTETRICS GYNECOLOGY	8	10
MED	833	INTERNAL MEDICINE	8	10
SUR	816	SURGERY	8	10

PSY	813	CLINICAL PSYCHIATRY	4	5
FCM	822	FAMILY MEDICINE	4	5
PDV	918/919	PROFESSIONAL DEVELOPMENT I & II	40	2
RAD	902	RADIOLOGY	40	1
Typical semesters 3 and 4**				
MED	934	GENERAL INTERNAL MEDICINE	4	5
MED	973	EMERGENCY MEDICINE	4	5
MED	974	PRIMARY CARE SELECTIVE IN MEDICINE, PEDIATRICS, FAM. MEDICINE or OB-GYN	4	5
ELE	976	ELECTIVES -2- OR 4-WEEKS ELECTIVES	24	30
		MAXIMUM UNSCHEDULED TIME	8	10

Total clinical curriculum credits 108

Code	Remedial Courses	Weeks	Credits
SKD 091	REMEDIATION: BASIC SCIENCES REVIEW	20	3

*All required rotations must be taken in Ponce Health Sciences University clinical sites or affiliated institutions.

**All off-campus electives must have the approval of the corresponding Department Chairperson and the Clinical Coordination Office. A maximum of six off-campus electives/selective are allowed.

Course Descriptions

Department of Basic Sciences

Anatomical Sciences

ANA 601 Human Gross Anatomy, Embryology, and Imaging

The Human Gross Anatomy, Embryology & Imaging course consists of a detailed study of the human body's normal structure, development, and organization. This course takes a regional approach rather than a systemic approach. Human Gross Anatomy, Embryology & Imaging content is distributed into three blocks. Gross structures are studied in the laboratory by specimen prosection and demonstration. The radiology component of Gross Anatomy serves as the introduction to radiology and prepares the student for further development. Lectures stress the contribution of developmental events to a gross anatomical organization and the correlation of this organization with clinically relevant conditions.

ANA 605 Histology and Cell Biology

Study the different aspects of the human body's internal structure of cells, tissues, and organs, presenting a comprehensive survey of many complex interrelationships through lectures, clinical correlations, and laboratory sessions.

PHY 602 Neuroscience

The Neuroscience course is designed for first-year students in graduate-level health professions programs. The course emphasizes the essential principles of neurological function, from cellular and molecular mechanisms to sensory and motor systems and

higher cognitive function. Wet laboratories and clinical correlations strengthen the knowledge of brain structure while enhancing skills to understand the human nervous system. The Neuroscience course is offered to first-year students in graduate-level health professions programs. The general objective of the course is to give students a knowledge base of the human central nervous system that they will use when learning how to diagnose and treat neurological disorders. The course provides students with the essential principles of neurological function, from the cellular and molecular mechanisms of neural communication to the organization and function of sensory and motor systems and higher cognitive function. Wet laboratories, clinical correlations, and the neurological exam reinforce the knowledge of brain structure and strengthen skills to understand the human nervous system.

Biochemistry

BCH 612/614 Medical Biochemistry I & II

The Medical Biochemistry courses are presented to medical and graduate students in their first year. The courses are divided into the following units: Structural and functional relationships of proteins, Energy generation and storage from carbohydrate metabolism, Energy Generation and storage from lipid metabolism, Nitrogen metabolism, Gene expression and control, and Medical Genetics. These courses emphasize medical aspects to build up the necessary background for future application in other basic sciences and clinical courses. The courses are delivered as recorded lectures with accompanying in-class sessions using the flipped classroom model and small-group discussions of clinical cases. One of the main intentions of the small group discussions is for the medical students to apply the biochemical concepts learned in lectures to understand the molecular basis of disease. On the other hand, Ph.D. students will be required to attend and participate in the discussions of research papers in relevant areas of modern Biochemistry.

Microbiology

MIC 642 General Microbiology

During the first year, medical students learn about the most common pathogens involved in infectious diseases and their characteristics. It includes basic concepts of Immunology, Virology, Mycology, Bacteriology, and Parasitology.

MIC 643/644 Infectious Diseases I & II

In the second year, students learn clinical manifestations, laboratory diagnosis, and therapeutic alternatives for treating infectious diseases. Our purpose is to teach the basic knowledge of infectious diseases, which is a very important part of the education of medical students and future physicians.

Pathology

PAT 761/762 Pathology I & II

The Pathology Courses at the second-year level consist of video lectures, laboratory periods, and large/small group discussions. The first weeks introduce the student to the study of disease. Emphasis is given to basic and general pathologic reactions to noxious stimuli. Then follows the part known as Systemic Pathology. In this portion, the subjects taught are coordinated with didactic presentations of the basic sciences, clinical departments, and Pathophysiology. Clinical Laboratory Diagnosis is integrated with Systemic Pathology. This affords the opportunity for a close correlation in the teaching of disease entities.

Pharmacology

PHA 781/782 Pharmacology I & II

These two courses, one semester long each, have interactive classroom sessions and small group discussions designed to provide students with a basic understanding of drug actions to ensure appropriate clinical utilization of pharmacological agents. Drugs are organized into classifications according to their primary clinical usage to facilitate study. The study of each class of drugs includes the pharmacokinetics, pharmacodynamics, clinical uses, and toxicities. Each educational activity topic is provided with learning objectives that have been developed with reference to the nationally generated learning objectives. Small group discussion sessions and a patient-oriented problem-solving presentation are utilized to enhance problem-solving and independent learning skills.

Physiology

PHY 692/694 Physiology I & II

These are two courses, one semester long each, presented to medical students in their first year. The courses consist of recorded lectures, in-class sessions using audience response systems, self-directed learning, small group discussions, and labs. The content is designed for medical students. Areas covered include cell and muscle, cardiovascular, respiratory, renal, acid-base balance, gastrointestinal, endocrinology, and reproduction. Clinical examples that illustrate the physiological principles are given.

Department of Emergency Medicine

MED 973 Emergency Medicine – Fourth Year

This rotation aims to learn the principles of addressing the undifferentiated emergency patient, acquiring the skills to recognize truly ill patients requiring further inpatient management from those who can be treated and discharged. The course will familiarize the student with emergency and admission room procedures consisting of history, physical examination, diagnostic measures, treatment when needed (emergency or otherwise), and disposition of cases (home,

hospitalization, outpatient clinics, office care). Prerequisite: 3rd-year Clinical Clerkship, Duration: 4 weeks

Department of Family and Community Medicine

FCM 719/720 Community Medicine & Geriatrics & Community Medicine and Health Promotion

The courses are offered during the first year of the medical curriculum. The didactic component includes basic topics in community medicine and concepts of gerontology and geriatrics. Students are introduced to medical history-taking and communication skills in preparation for the Primary Care Office Visits. The students interview a standardized patient and receive feedback from a faculty member. The students are exposed to primary care physicians in their practice sites in the community. All medical students are assigned to a primary care physician's office with a family practitioner, internist, or pediatrician (Primary Care Office Visits or PCOV) once each semester. In addition, they perform a medical history of a healthy elder in the community.

FCM 721 Family and Community Medicine I

This course is offered in the first semester of the second year. It includes a series of didactic activities in Geriatrics, Health Promotion & Prevention, Professionalism, and Communication Skills. In addition to the regular didactic activities and small group discussions, the students perform a needs assessment of a community and design a community project. All medical students are assigned to a primary care physician's office with a family practitioner, internist, or pediatrician (Primary Care Office Visits or PCOV) at once.

FCM 722 Epidemiology & Biostatistics

This course exposes the students to the disciplines of Epidemiology and Biostatistics and how they may be used as the foundation to be applied in the field of Preventive Medicine and in the understanding of scientific medical literature. Participation in scientific paper discussions is required.

FCM 822 Third-Year Family Medicine Clerkship

The Family Medicine Clerkship is designed to introduce students to the role and identity of the family physician and demonstrate the family practice approach to the comprehensive care of common health problems. Duration: Four weeks' block rotation throughout the year.

FCM 974 Primary Care Selective in Family Practice

The Primary Care Selective in Family Practice is a four-week rotation in the fourth year where the student chooses the working site from a varied selection of primary care physicians in the community.

The purpose of this course is to provide students with an opportunity to enhance their clinical skills in primary care and practice health care delivery in the office and/or hospital. This clinical rotation allows additional opportunity for the student to work in the ambulatory and/or inpatient service under the direct supervision of a Primary Care Physician.

Students can select from diverse clinical practice sites in urban, suburban, and rural settings. At each site, students will see patients under the supervision of one or more clinical preceptors. Each student, however, will be assigned a principal preceptor who is responsible for overseeing the student's learning experience and coordinating the evaluation.

The student is expected to participate with a preceptor in all daily practice-related activities in the ambulatory, hospital, or other community settings.

Clinical activities during the rotation may also involve assessing patients in various other healthcare settings, including private homes, schools, nursing homes, shelters, and emergency rooms. Duration: Four weeks' block rotation throughout the year

Department of Internal Medicine

ICP 080 Introduction to Clinical Practice (Second Year)

This is a required learning experience for medical students before starting clinical rotations. The purpose is to give medical students the basis of clinical practice, including record management, universal precautions, legal aspects of the practice of medicine, and progress note writing, among others. The students will learn the principles of evidence-based medicine and practice literature searching, critical appraisal of medical literature, and its clinical applications. An intensive course in electrocardiography is offered, at the end of which the student is to have basic electrocardiograph knowledge that will help him in his clinical experiences and future growth in this field. Learning activities are didactic presentations and workshops, hands-on experiences, and independent study.

MED 833 Third-Year Internal Medicine Clerkship

The Resident or Attending Physician directly supervises each student. The student's work will be corrected, and progress notes written by the student must be countersigned by residents or attending before being official. Duration: 8 weeks' rotation at two different sites.

MED 934 Fourth Year Internal Medicine Clerkship

Students will be assigned to one of the Health Care Teaching Units of the affiliated hospitals, where he/she will perform as an intern under the direct supervision of a medical resident and attending physician. Duration: 4 weeks

MED 974 Primary Care Selective in Internal Medicine

Students are assigned to general internist clinical practices where they experience continuity of care for internal medicine patients. The student is exposed to health care systems (managed care), office management concepts, and practice guidelines with an emphasis on the clinical application of disease prevention. Emphasis is placed on evidence-based medicine and its application to clinical practice. Duration: 4 Weeks

Department of Obstetrics and Gynecology

OBG 852 Obstetrics and Gynecology Clerkship-3rd Year

The Department of Obstetrics and Gynecology is composed of a core group of clinicians who are members of the academic staff of the medical school, in private practice, and/or in the teaching staff at the Ob-Gyn residency program at the New San Lucas Hospital. Residents and Interns also participate in the teaching of students. The principal goal of the department is to provide the students with the core knowledge and skills in Obstetrics and Gynecology that are essential to every primary care physician. Duration: Eight Weeks Rotation

OBG 974 Primary Care Selective in OB-GYN

The fourth-year selective in OB-GYN has been designed to provide the students with additional exposure to clinical knowledge and skills in Obstetrics and Gynecology. Students are exposed to additional clinical material and are expected to work extensively with the department's staff in each location.

Department of Pediatrics

PED 872 Third-Year Pediatric Clerkship

This clerkship aims to provide a solid core of pediatric knowledge and skills, an appreciation of the spectrum of growth and development, and a logical approach to the care of children in both illness and health, which can be applied in whatever field of medicine you enter.

The care of individual patients requires the application of all these skills. The student is expected to recognize and manage common pediatric acute and chronic health problems.

Also, skills in recording documentation and writing prescriptions must be developed. A student must have well-developed interpersonal skills that facilitate communication and demonstrate attitudes, behaviors, and beliefs that promote the patient's best interest. Duration: Four Weeks

PED 974 Primary Care Selective in Pediatrics

This elective allows the student to participate in caring for pediatric patients in a setting where primary care pediatrics is practiced. Students will assume the care of pediatric patients in the

ambulatory and inpatient settings of primary and secondary community hospitals under the supervision of an academic physician.

Health promotion and disease prevention strategies are emphasized. Experiences in the care of acute and chronic problems provide opportunities for continuity of care between inpatient and outpatient hospital settings. The elective also provides opportunities to perform pediatric procedures such as venipunctures, suprapubic taps, and lumbar punctures.

Duration: Four Weeks

Department of Psychiatry

PSY 610 Human Behavior

This course is designed to teach medical students the basic principles of behavioral and social science as these relate to the physician's professional role. It provides medical students with the opportunity to perceive individuals holistically, with an emphasis on the different areas of behavior.

PSY 713/714 Basic Psychiatry I & II

The student will build on the knowledge acquired in the first-year course of Behavioral Sciences and amplify his/her knowledge integrating psychopathology, classification of psychiatric disorders, diagnosis, and therapeutic options. The major psychiatric syndromes, including neurodevelopmental, disruptive, psychotic, mood, and personality, are discussed through lectures and group activities. Diagnostic criteria, epidemiology, signs, symptoms, treatment, and prognosis are reviewed along with biological and psychosocial knowledge of each psychiatric syndrome.

PSY 813 Clerkship Psychiatry

The student will integrate previously learned material and skills in a clinical setting and participate actively in evaluating and treating patients during their 4-week rotation. Prerequisites: Behavioral Science (610) and Basic Psychiatry (713). Duration: 4 Week

Department of Surgery

SUR 816 Clinical Clerkship in Surgery

The clinical clerkship in surgery offers educational experiences and clinical encounters with hospitalized and ambulatory patients. Each student is assigned to a member of the teaching staff. The tertiary and/or secondary hospital setting will provide the student with inpatient and outpatient clinical encounters necessary to develop data gathering, technical, case presentation, and clinical problem-solving skills. Each student will complete a history and physical examination, an assessment, and a treatment plan for at least two (2) new patients per week.

Interpersonal skills, professional attitudes, and educational attitudes will be developed and evaluated through direct student observation by the proctor in the hospital and ambulatory settings and in the classroom.

Interdisciplinary Courses

MED 630/631 Clinical Correlation I & II (Problem-Based Learning)

These are two courses, one semester each, using Problem-Based Learning (PBL) as the instructional method. The facilitator gives a problem (a clinical case) to a small group of students who engage in discussion over two sessions. As the students discover the limits of their knowledge, they identify learning issues that they cannot answer from their fund of knowledge. Between meetings, the learners research their learning issues and share results with their peers and supervisors at the next meeting receiving feedback on their information-seeking skills. The students increase their knowledge and understanding of clinical problems. They also develop desirable attributes such as communication skills, teamwork, problem-solving, independent responsibility for learning, sharing information, and respect for others. The facilitator provides supportive guidance for the students.

MED 734/735 Fundamental Pathophysiology for Clinical Medicine I & II

These courses aim to bridge the gap between the preclinical and clinical courses, between normal and abnormal physiology and derangement that constitute pathologic states. These courses are offered during the second year. The course is integrated with Pathology, Microbiology, Pharmacology, and Introduction to Clinical Skills.

IHD 919 Interprofessional Perspectives in Health Disparities

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

MED 732 Introduction to Clinical Skills I/MED733 Introduction to Clinical Skills II

Introduction to Clinical Skills (ICS) is an interdisciplinary course composed of two closely related and interdependent courses, ICS I and ICS II. ICS is designed to introduce the student to the art of medicine and to facilitate the development of those basic clinical skills that all physicians need to be effective in medical practice. In these courses, all sciences essential to the practice of medicine are integrated with practical experiences, including real and simulated patient encounters. ICS, I course (first semester) is specifically designed to teach medical history taking, patient-doctor communication and interpersonal skills, physical examination skills, and clinical

reasoning. ICS II Course (second semester) provides real and standardized patient care activities in which the student uses the skills acquired in ICS I in different clinical scenarios.

MED 635 Medical Ethics

These courses are scheduled as a block of 25 contact hours during the first year. The goal is to provide didactic experiences for medical students in specific areas of medical ethics. The need for these experiences stems from recognizing that ethical dilemmas are inherent in medical care. The students will develop an understanding of the principles of medical ethics and a system of ethical reasoning that will result in consistent decisions. The didactic activities will include presentations of clinical cases selected to represent ethical dilemmas like those likely encountered in real life. Activities include a combination of lectures, assigned readings, and small group case discussions covering different subjects within the four main areas of medical ethics: ethical issues of scientific research, ethical issues of the doctor-patient relationship, beginning-of-life, and end-of-life ethical issues.

PDV 918/919 Professional Development

These courses are designed to enhance the educational experiences of medical students during the first clinical year. It reinforces professionalism, cultural competence, and civic development. It helps the student develop the skills necessary to compete successfully for positions in medical residency programs, participate in research projects, and be exposed to the health system requirements to develop a successful medical practice.

SKD 090 Skills Development

Ponce Health Sciences University (PHSU) requires that all medical students take and pass the United States Medical Licensing Examination Step 1 (USMLE Step 1) to be promoted to the first clinical year. To help the students to meet this requirement, PHSU has established the Skills Development Course (SKD). The SKD provides the students with a protected time, at the end of the second semester of the second year of medical studies, for independent study in preparation for taking and passing the USMLE Step 1.

SKD 091 Basic Science Review Course:

Basic Sciences Review Course I (SKD 091) is designed to help medical students who did not take or pass the USMLE Step 1. As in the Skills Development course (SKD 090), the main objective is to provide students with a protected time to participate in an independent and comprehensive review of the basic science subjects. The course provides a semester for independent study in preparation to re-take and pass the USMLE Step 1. A tutor is assigned to meet weekly with him. A study plan must be submitted, and student progress in the completion of the plan is monitored.

Doctor of Philosophy in Biomedical Sciences (PhD)

Program Description

The Doctor of Philosophy Degree (PhD) in Biomedical Sciences is an integrated, interdepartmental program in the basic biomedical sciences that seeks to provide students with a broad-based two-year core curriculum followed by advanced courses and dissertation research leading to a PhD degree. The Program reflects the interest of the Institution to promote the formation of professionals in the biomedical sciences.

The degree is awarded after successful completion of an interdisciplinary core curriculum in the biomedical sciences, which includes Histology, Biochemistry, Microbiology, Physiology, Pharmacology, and electives in special topics. Students must also complete an original research project that significantly contributes to the scientific knowledge in a particular field.

Program Goals

The major goal of the PhD Program in Biomedical Sciences is to develop scientists in the biomedical field who have the necessary skills and knowledge to pursue competitive research and academic careers. By the time of graduation, students are expected to:

1. Knowledge: Students must demonstrate knowledge about established and evolving biomedical sciences as well as the application of this knowledge to research.
 - a. Demonstrate general knowledge in the basic sciences including Biochemistry, Histology, Microbiology, Pharmacology and Physiology.
 - b. Demonstrate advanced knowledge in thesis research area.
2. Research: Students must be able to examine and evaluate scientific questions and literature as a constant independent and life-long learning process.
 - a. Develop analytical capacities to be able to independently formulate hypotheses, design experimental approaches, analyze data effectively, provide critical evaluations and reach reasonable conclusions.
 - b. Develop basic and advanced technical research skills through intensive participation in hands-on courses, research activities and workshops.
 - c. Demonstrate proficiency in carrying out competitive and independent research.
3. Professionalism: Students must demonstrate a commitment to carrying out professional responsibilities and to abide by ethical principles.
 - a. Demonstrate a commitment to carry out professional responsibilities based on ethical principles.

- b. Demonstrate honesty, integrity and respectful behavior in all research, courses, and career training activities.
- 4. Communication Skills: Students must demonstrate interpersonal and communication skills that result in the effective interchange of information.
 - a. Demonstrate scientific writing and grantsmanship skills, so that they can develop and publish manuscripts from their research findings, design basic research protocols and submit proposals for funding.
 - b. Exhibit communication and networking skills through the presentation of experimental results at scientific forums in the area of expertise.
 - c. Develop professional values and collaborative skills.
- 5. Teaching and Mentoring: Students must share their knowledge and provide support and advice to peers in ethical, scientific, and professional principles.
 - a. Demonstrate proficiency in the instruction, advising and evaluation of students.
 - b. Develop written and oral presentation skills.

Admissions Requirements

The applicant must comply with the following:

1. Have completed a bachelor's degree from an accredited institution with a minimum of 35 credits in sciences including the following courses:

Course Title	Credits
General Biology (2 semesters)	8
General Chemistry (2 semesters)	8
Organic Chemistry (2 semesters)	8
Calculus (1 semesters)	3
Physics (2 semesters)	8

2. Have a minimum overall GPA of 3.0 (on a four-point scale)
3. Interview with members of the Admissions Committee
4. Complete a writing sample.
5. Submit the following documents:
 - a. Official Undergraduate Transcript (Degree Conferred)
 - b. Two letters of recommendation written by professors or by individuals familiar with the applicant's professional work and skills.
 - c. CV/resume
 - d. Certificate of No Penal Record/Background Check
 - e. Application Processing Fee (non-refundable)

Upon acceptance, all students are required to submit the following:

1. Written confirmation of acceptance
2. Non-refundable deposit of \$100.00 to secure the seat in the entering class.

Other documents will be notified as pertinent.

How to Apply

Application for Admission to the PhD in Biomedical Sciences can be obtained personally at our Admissions Office. Application **deadline is April 15.**

Graduation Requirements

The Doctor of Philosophy Degree (PhD) in Biomedical Sciences is awarded after achieving a high degree of scholarship and the successful completion of an original research project which is a significant contribution to the scientific knowledge in a particular field. The general requirements for the degree are as follows:

1. Students must complete all courses within the established time frame. The Program requires a minimum of 70 credits.
2. Course Work - Completion of all courses in the study program with a minimum general grade index of 3.00.
3. Approval of the Qualifying Exam prepared by the basic sciences faculty covering the core course material.
4. Presentation of a research proposal in the presence of the student graduate committee.
5. Engaging in a research program under supervision of a research mentor and preparing an acceptable dissertation.
6. Defend a research dissertation.
7. Publish as co-author any part of the thesis in any peer-reviewed journal.

Requirements for the PhD degree must be completed no later than 8 calendar or academic years for a full-time student in the doctoral program.

Grading System

All courses and grades obtained will appear on the student's academic record, including elective courses taken at other institutions.

All departments establish evaluation criteria for the successful completion of courses taught by the department. These criteria are made available to the students at the beginning of the course. The criteria are the number of examinations, quizzes, laboratory exercises, grading procedures and practical tests with their weight.

The grading system for graduate students is as follows:

Letter	Grade
A	100% - 87%
B	86% - 77%
C	76% - 67%
F	Failed (below 67%)
E	Extended
I	Incomplete
IP	In Progress
P	Pass
NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal

Satisfactory Academic Progress Policy

Implementation Date/ Effective Date	
Last Reviewed/Update	June 15, 2023
Approved by	Executive and Policy Committee
Initially Approved	July 2001

Doctoral of Philosophy in Biomedical Sciences (PhD)

A Satisfactory Academic Progress (SAP) policy has been established to ensure that Biomedical Sciences students complete the academic program within the acceptable time frame and the minimally accepted quality of performance. This policy also ensures that the Student Financial Aid requirements set forth by federal regulations have been met. The SAP applies to all PhD Biomedical students enrolled in Ponce Health Sciences University. A student's academic progress is evaluated annually at the end of each academic year.

General Requirements

1. Time Frame for Completion of the Academic Program

A student will be allowed a maximum time frame of three (3) years of enrollment beyond the standard of five (5) years required for the completion of the Program. Summer enrollment is considered part of the academic year for the purpose of this measure.

The total credits for completion of a degree include those graduate courses accredited on admission to the Program.

Program	Standard	Maximum
Doctoral Program in Biomedical Sciences	5 years	8 years

a. Definition of Full Time

Students with an academic load of six credits or more per semester will be considered Full Time doctoral students. A student solely enrolled in Thesis Research or Doctoral Dissertation will also be considered a Full-Time student.

b. Definition of Half Time

Students with an academic load of three to five credits per semester will be considered Half Time doctoral students.

c. Definition of Part Time or Less Than Half Time

Students with an academic load of less than three credits per semester will be considered Part Time doctoral students or Less Than Half Time student.

2. Completion of Program Requirements

a. Course requirement

Students must complete all courses within the established time frame. The PhD in Biomedical Sciences requires a minimum of 70 credits.

b. Performance requirement

- A student must complete the first academic year (including summer term) with a minimum grade point average of 3.0.
- Any student failing to meet this standard performance will be referred to the Students Promotion Committee to be placed on academic probation.
- Students on academic probation who do not increase their GPA to 3.0 by the end of the following semester will be referred to the Students Promotion Committee for consideration of dismissal from the Program.
- Prior to the qualifying examination, the student must have a minimum GPA of 3.0.

c. Qualifying examination requirement

Upon completion of all core courses, students take a Qualifying Examination. The Qualifying Exam is composed of a written and an oral component that must be completed by the end of the first semester of the student's third year in the Program.

In the written part, the student must develop a research proposal (by April 15th, second year), which will be evaluated by a Qualifying Exam Committee composed of the student's dissertation advisor and two faculty members whose interests are related to the student's research. The committee will evaluate and score (scores 1-9) the written document based on the clarity of writing and scientific merit (significance, innovation, and approach). The student requires a score of ≤ 3 to pass the written exam. First-time takers receiving a score >3 will need to revise the proposal and re-submit for review.

The student who passes the written exam will progress to the second part of the Qualifying Exam, which is an oral proposal defense (by October 15th, third year). The student will defend the thesis proposal in the presence of the Thesis Committee. The Thesis Committee consists of the student's dissertation advisor, three PHSU faculty members whose interests are related to the student's research, and a member from another institution (usually from the continental U.S.) with expertise in the field. Immediately following the oral proposal

defense, the Thesis Committee will assign a grade of Pass or Fail. Students that pass the proposal defense become Ph.D. candidates.

The student has a maximum of two attempts each to pass the written and oral component of the Qualifying Exam. After two attempts for either part, the student will be referred to the Student Promotion Committee for dismissal from the Ph.D. Program and reclassification as candidates for a Master's in Biomedical Sciences.

d. **Doctoral Dissertation Requirement**

A Doctoral Dissertation according to the established guidelines with oral defense is required for graduation.

e. **Professional Behavior Requirement**

Students must conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University and the corresponding accreditation agencies.

Grade Requirement

In order to obtain a PhD in Biomedical Sciences, the student must complete all requirements and maintain a minimum grade point average (GPA) of 3.0. Satisfactory Academic Progress is required for financial aid eligibility and will be reviewed at the end of each semester.

1. A grade of "F" in any course will be referred to the Students Promotion Committee (SPC).
 - a. A student may have one opportunity to retake a failed or withdrawn ("W") course and obtain a "C" or better grade. Failure to pass a given course on the second opportunity is grounds for dismissal from the Program.
 - b. A student with more than two "F" grades or "W" on record is grounds for dismissal from the Program.
2. Repeated courses with "C" or lower grades will remain on record, but the new grade will be used to compute the grade point average.
3. Graduate courses not offered at PHSU may be taken at other institutions with permission and approval from the Associate Dean of Biomedical Sciences and Research and the Vice President for Academic Affairs.
4. Grades of "P" (Pass) or "NP" (Not Pass) are applicable to thesis research/dissertation and graduate seminars. When the research/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 research/dissertation is completed.
5. An Incomplete Grade could be assigned following the Institutional Incomplete Grade Policy. The student must remove the incomplete by the following semester or it will be replaced by the grade of "F". The "I" (Incomplete) grades are part of the academic record as are the final grades.
6. A student with a reversed dismissal is not in satisfactory academic progress and is considered both on academic and financial aid probation.

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. Students that fail to comply with grade requirements after the prescribed probation time will be referred to the School of Medicine Students Promotion Committee (SPC) and may result in dismissal from the Program.

Appeal Process for Academic

Students who are notified by the Associate Dean of Medical Education a decision of the SPC that he/she must repeat failed courses during the next academic year or to be dismissed from Program, have the right to appeal the decision within seven working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will request in writing a reconsideration to SPC and include all relevant documentation to support the petition. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. The SPC has 48 hours to submit its decision to the Associate Dean for Medical Education, who will notify the student of the decision.

If the SPC sustains the adverse decision, the student has the right to appeal to the Dean of Medicine. The appeal must be submitted in writing within five (5) working days of receiving the notification. The Dean of Medicine will evaluate the appeal and the student's academic record. The Dean can appoint a three-member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Dean is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Dean of Medicine. The Dean of Medicine 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. The decision made by the Dean of Medicine is final.

The same process described above will be followed in the case that the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. The Associate Dean of Biomedical Sciences and Research, the Associate Dean for Medical Education or the VP for Student Affairs will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

In the event that an adverse decision is made due to non-academic reasons and the Dean of Medicine sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affairs and then to the President.

Financial Aid Eligibility

Financial Aid eligibility is contingent upon satisfactory academic progress. Please refer to the institutional policy on Satisfactory Academic Progress published by the Office of Financial Aid.

Enforcement

The Office of the Vice President for 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-School of Medicine.

The President, Vice President for Academic Affairs and the Vice President for Student Affairs, as well as the Dean of Medicine, Associate Dean for Medical Education, Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policy here set forth.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition and fees 2023-2024.pdf \(psm.edu\)](https://psm.edu/tuition-and-fees-2023-2024.pdf)

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

*Ponce Health Sciences University reserves the right to increase the tuition or other fees as deemed necessary. *

Curriculum

First Year - Semester I

Code	Course Title	Credits
BSG 774	Practical Approach to Molecular Biology	2
BCH 615	Biochemistry and Medical Genetics	4
BSG 773	English Scientific Writing	3
BSG 610	Introduction to Biomedical Research	1
BSG 775	Seminar	1
BSG 671	Laboratory Rotation	2

First Year – Semester II

Code	Course Title	Credits
PHY 703	Physiology	4
MIC 601	Microbiology	4
BSG 611	Advanced Topics in Biomedical Research	3
BSG 672	Laboratory Rotation	2

Summer I

Code	Course Title	Credits
ANA 615	Histology and Cell Biology	5

Second Year – Semester I

Code	Course Title	Credits
PHA 793	Pharmacology	4
BSG 776	Proposal Writing	3
BSG 675	Ethics	2
DEP 676	Laboratory Research	2

Second Year – Semester II

Code	Course Title	Credits
BSG 645	Biostatistics	3
DEP 677	Laboratory Research	2
BSG 775	Seminar	1
	Qualifying Exam	

Summer II

Code	Course Title	Credits
	Proposal Defense (or by October 15 th)	0

Third Year – Semester I

Code	Course Title	Credits
DEP 798	Introduction to Thesis Research	2
	Special/Advanced Topics & Electives*	2
DEP 771	Teaching Practicum	2
IHD 976	Inter Professional Perspectives in Health Disparities	1

Third Year – Semester II

Code	Course Title	Credits
DEP 799	Thesis Research	3
	Special/Advanced Topics & Electives*	2
BSG 775	Seminar	1

Fourth Year – Semester I

Code	Course Title	Credits
DEP 799	Thesis Research	3

Fourth Year – Semester II

Code	Course Title	Credits
DEP 799	Thesis Research	3
BSG 775	Seminar	1

Fifth Year Semester I

Code	Course Title	Credits
DEP 799	Thesis Research	3

Fifth Year Semester II

Code	Course Title	Credits
	Dissertation	

Total Credits: 70

Subject to student's needs

Elective Courses

PHS 1756	Psycho educational Assessment and Professional Consultation in Academic
PHS 1757	Advanced Projective Assessment. (3)
PHS 1764	Psychotherapeutic and Systemic Interventions with Children and Adolescents (2)
PHS 1772	Program Development and Administration in Mental Health (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 1833	Fundamentals of Social Determinants of Health (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 1840	Integrated Sexual and Gender Affirmative Interventions (2)
PHS 1845	Sports Psychology (2)
PHS 1847	Neuropathological Conditions (2)
HS 18480	Antisocial Personality Disorder and Sexual Deviant Behaviors (2)
PHS 1849	Forensic Psychological Assessment (3)
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)

Course Descriptions

ANA 615 Histology and Cell Biology (5)

Study of the many different aspects of the internal structure of cells, tissues and organs in the human body presenting a comprehensive survey of many of their complex interrelationships.

BCH 611 Biochemistry and Medical Genetics (10)

The course is divided in essentially six units: Structural and functional relationships of proteins, Generation and storage from carbohydrate metabolism, Generation and storage from lipid metabolism, Nitrogen metabolism, Gene expression and control and Medical Genetics. In this course, medical aspects are emphasized to build up the necessary background for future application in other basic sciences and clinical courses. The course is delivered in the form of

lectures and Small Group Discussions. PhD students attend and participate of the discussions of research papers in relevant areas of modern Biochemistry.

BSG 645 Biostatistics (3)

The course introduces the fundamentals of statistics applied to research including basic statistical principles, calculation of summary statistics and various tests of statistical significance. Additional emphasis is placed on complex statistical concepts such as sampling strategies, sample size estimates and non-parametric tests.

BSG 675 Ethics in Research (2)

This course will examine the issues regarding ethical conduct in the practice of research and reporting of results. Such a course is currently required by the NIH, for all its trainees and fellows. The format will be discussion of case studies and other relevant readings.

BSG 772 Proposal Writing (3)

Proposal writing is designed to expose graduate students to basic principles of scientific writing and grantsmanship skills. This course includes didactic and practical learning activities that assist students in developing skills to plan and write clear, effective, and fundable grants.

BSG 775 Graduate Seminar (4)

The weekly seminar series features locally, nationally, and internationally renowned researchers in a variety of fields. All graduate students are required to attend and fill out the seminar evaluation form. Students register a total of 4 credits for BSG 775. Two of the credits are based on attendance at the seminars and two credits are based on attendance and presentations by registered students. *Attending students:* It is expected that all registered students will attend all presentations. The grade will be based on attendance at all seminars and completion of the evaluation form. Absences will be dealt with at the discretion of the Associate Dean of Biomedical Sciences. *Presenting students:* Students will present two seminars for 1 credit each. One seminar focuses on a presentation of a scientific paper and the other on their research. It is expected that students presenting seminars will have invested the effort necessary to ensure that the presentation meets the evaluation criteria. Students must schedule the presentation at the office of the Biomedical Sciences Program.

DEP 671/672/673 Rotations (4)

The laboratory rotations provide the student with the opportunity to explore potential thesis research projects and to be able to make an informed decision about the laboratory in which he/she wishes to do thesis work. This course is designed to introduce students to new techniques and concepts and to expose students to the creative aspects of experimental design. Students

are responsible for contacting the faculty with whom they are interested in rotating. After the first year, students enroll in laboratory research (DEP 676, 4 credits) to continue research work in the selected laboratory.

DEP 771 Teaching Practicum (2)

This course will consist of theoretical discussions and practical exercises. Through these activities basic teaching skills will be developed. Guidelines for organizing lecture material, teaching small group discussions, preparation of visual aids, constructing examination questions and self-evaluation will be discussed.

DEP 799 Thesis Research (12)

The research work of the student allows the presentation of his/her doctoral dissertation. A total of 12 credits will be awarded after the student approves his/her final examination. Enrollment in research is required during all semesters in which the student is conducting his/her work. At the end of each semester, he/she will receive an evaluation of IP (In Progress) until the satisfactory completion of the dissertation.

MIC 601 Microbiology I (4)

An introductory course covering the areas of immunology, basic microbiology concepts, basic medical parasitology, medical virology, medical mycology, and microbial genetics. Includes the basic biology, physiology, cell structure of microorganisms, as well as host parasite relationships.

PHY 701 Physiology (8)

This course presents a comprehensive study of human physiology from the cellular to the whole-body level. Emphasis is placed on the application of physiologic concepts to the solution of scientific or medical problem solving.

PHA-791 Pharmacology (8)

This course is oriented to obtain a complete survey of introductory medical pharmacology. Consists of 80 lectures, 4 laboratory exercises and 15 small group discussion sessions. This course is objective oriented and provides the students with learning objectives for each lecture topic.

Master of Science in Medical Sciences (MSMS)

Program Description

The Master of Science in Medical Sciences (MSMS) is an integrated, multidisciplinary interdepartmental program in the basic medical sciences that is designed to provide trainees with a broad-based one-year core curriculum followed by a comprehensive examination leading to the Masters (MS) degree.

PHSU is committed to the development of independent, competitive, and well-trained professionals with strong interpersonal communication skills. The major goals of the MS Program in Medical Sciences are to further develop students who have the necessary skills and knowledge to pursue competitive research and academic careers.

- Supplement an undergraduate record with an enhanced science preparation in order to become eligible for admission to any of the health fields professions.
- Enhance the student's possibilities of being accepted into the Ponce Health Sciences University (PHSU) Medical Education (MD) Program by demonstrating added competence in the required sciences.

Program Goal

The major goal of the MSMS is to further develop students who have the necessary skills and knowledge to pursue competitive research and academic careers.

Admissions Requirements

1. All applicants are requested to have a bachelor's degree. The courses required for admission are as follows (to be included in the bachelor's degree):

Course Title	Credits
Biology	8
Chemistry	8
Organic Chemistry	8
Physics	8
Mathematics	6
Behavioral and Social Sciences	6
Spanish	3
English	3

*Revised: December 20, 2016

2. In addition to the above requirements, we strongly recommend course work in Cell Biology, Genetics, Microbiology, Liberal Arts and/or Humanities.
3. Fully bilingual in English and Spanish (read, write, speak, and understand).
4. A minimum GPA of 2.7 on a four points scale is required for applying.
5. A minimum Science GPA of 2.7 on a four-point scale is required for applying.
6. The completion of a graduate degree in science or health allied field may be used to substitute the GPA and science GPA of the bachelor's degree.
7. MCAT score or equivalent.
8. Application Processing Fee (Check or Money Order payable to Ponce Health Sciences University). Non-refundable.

How to Apply

Application for Admission to the Master of Science in Medical Sciences can be obtained personally at our Admissions Office.

Applicants must submit the following documents:

- Official Undergraduate Transcript (Degree Conferred)
- Official Graduate Transcript (Degree Conferred) if applicable.
- Two letters of recommendation written by individuals familiar with the applicant's professional work and skills.
- Certificate of No Penal Record/ Background Check
- Application processing fee
- Curriculum Vitae (CV)

Upon acceptance, we require:

1. Written confirmation of acceptance
2. Deposit of \$100 to secure your seat in the entering class.

Other documents will be notified as pertinent.

Graduation Requirements

Master's students must register for and pass a comprehensive qualifying examination based on the required course work. To be eligible for the comprehensive exam a student must have achieved a minimum 3.00 GPA for 34 credits with no more than 6 credits of C grades and no F grades. Courses with F grades must be repeated and replaced with grades of B or better.

Grading System

The grading system for MSMS is as follows:

Letter	Grade
A	100% - 87%
B	86% - 77%
C	76% - 67%
F	Failed (below 67%)
E	Extended
I	Incomplete
IP	In Progress
P	Pass
NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal

Satisfactory Academic Progress Policy

Implementation Date/ Effective Date

Last Reviewed/Update	June 15, 2023
Approved by	Executive and Policy Committee
Initially Approved	June 15, 2023

Master of Sciences in Medical Sciences (MSMS)

A Satisfactory Academic Progress (SAP) policy has been established to ensure that students of Master of Sciences in Medical Sciences complete the academic program within the acceptable time frame and the minimally accepted quality of performance. This policy also ensures that the Student Financial Aid requirements set forth by federal regulations have been met. The SAP applies to all master students enrolled in the Ponce Health Sciences University - School of Medicine (SOM). Student academic progress is evaluated at the end of each academic semester by the SOM Students Promotion Committee (SPC), which determines whether students comply with promotion and graduation requirements.

General Requirements

1. Time Frame for completion of the Academic Program

A student of Master of Sciences in Medical Sciences will be allowed a maximum time frame of two semesters of enrollment beyond the standard required for the completion of the program. Summer enrollment is considered part of the academic year for the purpose of this measure.

Program	Standard	Maximum
Master of Sciences in Medical Sciences	1 year	2 years

- a. Definition of Full Time
Students with an academic load of six credits or more per semester will be considered Full Time Masters students.
 - b. Definition of Half Time
Students with an academic load of three to five credits per semester will be considered Half Time Masters students.
 - c. Definition of Part Time or Less than Half Time
Students with an academic load less than three credits per semester will be considered Part Time Masters students or Less Than Half Time student.
2. Completion of Program Requirements
- a. Course Requirement
Students must complete all courses within the established time frame. The Program requires a minimum of 42 credits for graduation.
 - b. Performance Requirement
A student must maintain a minimum 3.00 grade point average (GPA) in a scale of 4.00 by the end of each semester. Any student failing to meet a 3.00 GPA standard of performance or failing any course will be referred to the SPC.
 - c. Comprehensive Qualifying Examination Requirement (CQX)
A CQX must be taken at the end of the academic year. The maximum time allowed to take this examination is three attempts within one year according to the program time frame. A passing score for CQX is required for graduation.
 - d. Professional Behavior Requirement
The students must conduct themselves in accordance with the norms for professional conduct set forth by the Ponce Health Sciences University and the corresponding accreditation agencies.

Grade Requirement

To graduate, the student should complete all requirements and maintain a minimum GPA of 3.00 on a scale of 4.00 by the end of the year and pass the CQX. Satisfactory Academic Progress will be reviewed at the end of each semester.

1. A grade of "F" in any course or student with less than 3.00 GPA will be referred to the Student Promotion Committee (SPC).
2. A grade of "F" in any of the courses or a cumulative GPA less than 3.00 is not allowed. Any F grade must be repeated. No more than 2 failures are allowed in the Master Program.
3. A student repeating a course or with a GPA less than 3.00 is considered in academic probation.
4. If the student fails to obtain a 3.00 GPA or better after repeating course(s), he/she will be considered for dismissal from the academic program.
5. Courses with "F" grades will remain on record after they are successfully repeated, but the

new grade (s) will be used to compute the GPA.

6. Grade of “P” (Pass) or “NP” (No Pass) is applicable to the CQX. A grade of “NP” requires repetition. The maximum time allowed to take this examination is three attempts. In the case of a third “NP” grade, the student will be considered for dismissal from the academic program.
7. An Incomplete Grade could be assigned following the Institutional Incomplete Grade Policy. The student must remove the incomplete by the following semester or it will be replaced by the grade of “F”. The “I” (Incomplete) grades are part of the academic record as are the final grades.
8. A student with less than 3.00 GPA or has No-Pass grade in the CQX is not in satisfactory academic progress and is considered in academic probation.
9. If the dismissal decision is reversed by due process, the student will not be considered in SAP and will be placed on academic probation for one semester.

Academic Probation

Any student failing to meet Ponce Health Sciences University master program performance requirement will be referred to the School of Medicine’s SPC and placed on academic and financial aid probation. The following guidelines will be applied:

1. If the student fails one course, he/she should remediate the deficiency during the summertime.
2. If the student fails two or more courses or fails a course a second time, he/she may be considered for either repetition of courses or dismissal.
3. If the Students Promotion Committee determines that the student must repeat one or more courses during the summer or the next academic year, the student is considered on academic probation.
4. If the Students Promotion Committee determines to dismiss the student from the master’s program, the student must be informed about his/her right to appeal.
5. If the dismissal decision is reversed by due process, the student will be considered on academic probation.

Appeal Process

Students referred to the SPC will be notified, stating the reasons for the referral and informing them about their right to be heard or provide information to the SPC. Course Director should recuse themselves if the student being considered had an unsuccessful outcome in their course. Any committee member who has a conflict of interest as having personal relations or providing health care to the students must also recuse themselves.

Students who have been notified of the decision of the SPC that they must repeat courses or are dismissed from the master’s program, are in their right to appeal the decision within five working days after receiving the official communication. The appeal or due process presented below must be followed in a timely manner.

The student should request reconsideration in writing addressed to the School of Medicine’s SPC,

that must include all relevant documentation to better support their request. The student has the right to attend and provide information during the discussion of their case by the committee. The committee, while in session, will evaluate the reasons and evidence submitted to determine if they could change their initial decision.

If the SPC sustains the adverse decision, the student has the right to appeal to the Dean of Medicine. The appeal must be submitted in writing within five (5) working days after receiving the notification. The Dean of Medicine will evaluate the appeal and the student's academic record. The Dean can appoint a three-member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Dean is final.

If an Ad-Hoc Committee is appointed, the Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Dean of Medicine. The Dean of Medicine 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. The decision made by the Dean of Medicine is final.

The same process described above will be followed in the case that the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. The Course Director, the Associate Dean for the Master of Science in Medical Sciences or the Vice President for Student Affairs will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

If an adverse decision is made due to non-academic reasons and the Dean of Medicine sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affairs and then to the President.

Financial Aid Eligibility

Financial Aid eligibility is contingent upon satisfactory academic progress. Please refer to the institutional policy on Satisfactory Academic Progress published by the Office of Financial Aid.

Enforcement

The Office of the Vice President for 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 School of Medicine.

The President, the Vice President for Academic Affairs, the Vice President for Student Affairs, the Dean of Medicine, the Associate Dean for Medical Education, the Registrar, and the Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policy here set forth. Rev. June 15, 2023, by the Executive and Policy Committee of the School of Medicine.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition and fees 2023-2024.pdf \(psm.edu\)](https://psm.edu/tuition-and-fees-2023-2024.pdf)

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

*Ponce Health Sciences University reserves the right to increase the tuition or other fees as deemed necessary. *

Curriculum

Semester I

CODE	COURSE TITLE	CREDITS	GRADING SYSTEM
ANM 6011	Gross Anatomy, Embryology & Imaging I [†]	9	A-B-C-F
BCM 6121	Medical Biochemistry I [†]	5	A-B-C-F
PHM 6921	Physiology I [†]	4	A-B-C-F
ANM 6051	Histology and Cell Biology [†]	4	A-B-C-F
IHD 919	Interprofessional Perspectives in Health Disparities	1	Pass or No-Pass

Semester II

CODE	COURSE TITLE	CREDITS	GRADING SYSTEM
BCM 6122	Medical Biochemistry II [†]	5	A-B-C-F
PHM 6922	Physiology II [†]	4	A-B-C-F
MIM 6420	Microbiology I [†]	4	A-B-C-F
PHM 6020	Neuroscience [†]	5	A-B-C-F
MEM 6350	Medical Ethics [†]	1	Pass or No-Pass
Additional requirement	Comprehensive Qualifying Exam (CQX)	--	Pass or No-Pass
TOTAL CREDITS		42	

[†] Equivalent courses as those taken by medical students in their first year of basic sciences.

Course Descriptions

Anatomical Sciences

ANM 6011 Human Gross Anatomy, Embryology, and Imaging

The Human Gross Anatomy, Embryology & Imaging course consists of a detailed study of the normal structure, development, and organization of the human body. This course undertakes a regional approach rather than a systemic approach to Human Gross Anatomy, Embryology &

Imaging is distributed into three block contents. Gross structures are studied in the laboratory by specimen prosection and demonstration. The radiology component of Gross Anatomy serves as the introduction to radiology and prepares the student for further development. Lectures stress the contribution of developmental events to gross anatomical organization and the correlation of this organization with clinically relevant conditions.

ANM 6051 Histology and Cell Biology

Study of the many different aspects of the internal structure of cells, tissues, and organs in the human body, presenting a comprehensive survey of many of their complex interrelationships. Lectures, clinical correlations, and laboratories sessions.

PHM 6020 Neuroscience

The Neuroscience course is offered to first-year students in graduate-level health professions programs. The general objective of the course is to give students a knowledge base of the human central nervous system that they will use when learning how to diagnose and treat neurological disorders. The course provides students with the essential principles of neurological function, from the cellular and molecular mechanisms of neural communication to the organization and function of sensory and motor systems, and higher cognitive function. Wet-laboratories, clinical correlations, and the neurological exam reinforce the knowledge of brain structure and strengthen skills to understand the human nervous system.

BCM 6121/6122 Medical Biochemistry I & II

The Medical Biochemistry courses are presented to medical and graduate students in their first year. The courses are divided in the following units: Structural and functional relationships of proteins, Energy generation and storage from carbohydrate metabolism, Energy Generation and storage from lipid metabolism, Nitrogen metabolism, Gene expression and control, and Medical Genetics. In these courses, medical aspects are emphasized to build up the necessary background for future application in other basic sciences and clinical courses. The courses are delivered in the form of recorded lectures with accompanying in class-sessions using the flipped classroom model, together with small group discussions of clinical cases. One of the main intentions of the small group discussions is for the medical students to apply the biochemical concepts learned in lectures to understand the molecular basis of a given disease.

PhD students, on the other hand, will be required to attend and participate in the discussions of research papers in relevant areas of modern Biochemistry.

MIM 6420 Microbiology I

During the first year, medical students learn about the most common pathogens involved in infectious diseases and their characteristics. It includes basic concepts of Immunology, Virology, Mycology, Bacteriology and Parasitology.

Physiology

PHM 6921/6922 Physiology I & II

These are two courses, one semester long each, presented to medical students in their first year. The course consists of recorded lectures, In-Class sessions using audience response systems, Self-Directed Learning, Small Group Discussions, Labs, plus examinations (including NBME subject exam in Physiology). The content is designed for medical students but is also a required course for the students in the Master Program in Medical Sciences and the graduate students in the Biomedical Sciences. Areas to be covered will include For Physiology I: cell and muscle, cardiovascular, respiratory, and for Physiology II: renal, acid-base balance, gastrointestinal, endocrinology, and reproduction. Clinical examples that illustrate the physiological principles are given.

Interdisciplinary Courses

IHD 919 Interprofessional Perspectives in Health Disparities

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 levels (e.g., Individual, patient-clinician, healthcare system, etc.).

MEM 6350 Medical Ethics I & II

These courses are scheduled as a block of 18 contact hours during the last week of the first academic year and another block of 7 hours at the beginning of the second academic year, for a total of 25 contact hours. The goal is to provide didactic experiences for medical students in specific areas within the field of medical ethics. The need for these experiences stems from the recognition that ethical dilemmas are inherent in medical care. The students will develop an understanding of the principles of medical ethics and a system of ethical reasoning that will result in consistent decisions. The didactic activities will include presentations of clinical cases which have been selected to represent ethical dilemmas like those that are likely encountered in real life. Activities include a combination of lectures, assigned readings and small group case discussions covering different subjects within the four main areas of medical ethics, namely: ethical issues of scientific research, ethical issues of the doctor-patient relationship, beginning-of-life, and end-of-life ethical issues.

Doctoral Program in Clinical Psychology (PsyD)

Program Description

The doctoral degree in Clinical Psychology (PsyD) has its theoretical foundations in the Biopsychosocial model and aims at preparing Health Services Psychologist. To reach its goals, the program ascribed to the Practitioner/Scholar model of training in professional psychology. The program's curriculum is competency-based emphasizing on the development of the clinical competencies used by practicing and academically oriented Clinical Psychologist and these are consonant with APA accreditation standards. The curriculum is implemented in a lock-step manner allowing students to acquire these clinical competencies in a graded and sequential manner. Therefore, the student progresses from an entry level through an intermediate level up to the advanced level of competencies achieved upon completing the academic program and the one-year full-time clinical internship.

Program Goals

The goals of the PsyD Program are:

1. Develop in our students an in-depth understanding of the psychological (cognitive, affective, and motivational), biological and socio-cultural bases of normal and abnormal behavior that serves as the foundation of clinical practice.
2. To prepare clinical psychologists for the ethical delivery of empirically supported psychotherapeutic interventions, assessment, diagnosis, consultation, education, supervision, and management when assuming the contemporary roles of the profession while adopting a life- long commitment to professional growth based upon the evolving scientific knowledge and expanding scope of practice.

Admissions Requirements

Every candidate for admission to the program needs to satisfy the following minimal requirements:

1. Bachelor's degree (BS/BA)

Present evidence of the successful completion of a bachelor's degree from a college level institution accredited by the PR Council of Education or by a US accrediting organization with a minimum of 15 credits in psychology including the following courses:

Course Title	Credits
General Psychology	3
Developmental Psychology	3
Statistics	3
Abnormal Psychology (Psychopathology)	3
Experimental Psychology or Research Methods	3

2. GPA - 3.00 or above (on a four-point scale)
3. Submit the following documents:
 - a. Official Undergraduate Transcript (Degree Conferred)
 - b. Two letters of recommendation written by professors or individuals familiar with the applicant's professional work and skills using the format provided with the application form.
 - c. Certificate of No Penal Record (Criminal Background Check)
 - d. Non-refundable application fee

Applicants with master's degrees in psychology, Psychiatric Nursing, Social Work, Counseling, or other mental health related fields are accepted. The same admission requirements still apply. Up to 24 credits may be transferred from other graduate programs or from a master's degree. The following requirements will guide (but not restrict) the evaluation process of those courses submitted for approval:

1. Courses need to be relevant to the field of Clinical Psychology.
2. The student must have approved the course with a minimum of a "B" grade.
3. The student must demonstrate in an objective manner, or through formal written and/or oral examination, that he/she has the skills expected of such courses.

It is the student's responsibility to provide the course description from the official catalog of the institution in which the courses were taken. Students who apply for transfer credits must present all transcripts regarding the courses to be evaluated for transfer credit. Students with transferred grades (T) on their Degree Conferred transcript must present the transcripts for the original courses.

PHSU has several courses and practicum that are not substituted with courses or practicum transferred from other institutions unless the student demonstrates specific competencies in such areas. However, many of the elective courses may be waived based upon the number of credits transferred. This will allow students who enter with a master's degree to complete the academic portion of the program faster, allowing them more time to work on their Dissertation or Case Study and to complete the 12 months internship.

Upon acceptance, all students are required to submit the following:

1. Written confirmation of acceptance
 2. Non-refundable deposit of \$100.00 to secure the seat in the entering class.
- Other documents will be notified as pertinent.

Selection Criteria

When evaluating the applicants, the Admissions Committee selects the best candidates applying. The Committee looks for accepting students of integrity and maturity that show concern for others, leadership potential, character, academic achievements, motivation, emotional stability, evidence of research experience, good performance in the group and individual interviews, adequate GRE or EXADEP scores, good recommendation letters and an aptitude for working with people.

How to Apply

Application for Admission to the PsyD Program in Clinical Psychology can be obtained personally at our Admissions Office.

Graduation Requirements

The requirements to obtain the **Psychology Doctorate** degree are:

1. Approve all required and elective courses, as well as all practicum and seminars while maintaining a good standing in the University. A minimum of 86 credits is needed to satisfy the academic requirements. Additionally, the student will complete all required clinical training hours and a 2000 pre-doctoral internship hour. The doctoral dissertation and the pre-doctoral internship do not carry credit value as they are computed by the hour.
2. Successfully complete 1100 hours of clinical practice during the first 6 semesters of the program as follows:
 - a. 2 hours per week for 25 weeks of the first and second semester of the first year attending PSY 5810/5820 for a total of 50 hours per semester.
 - b. 2 hours each week of the first and second semester of the second year attending didactic sessions (PSY 6830 / 6850) and 8 hours per week of direct clinical contact during 25 weeks for a total of 250 semester hours.
 - c. 2 hours each week of the first and second semester of the second year attending didactic sessions (PSY 7860 / 7870) and 8 hours per week of direct clinical contact during 25 weeks for a total of 250 semester hours.
3. Approve the Comprehensive Examination offered by the end of the second year and the Clinical Practice Examination (CPX) to be taken by the end of the third year.
4. Complete 2000 hours of a doctoral internship. The internship may be completed in 40 hours per week during a 12-month period (Full Time) or 20 hours per week in a 24-month period (Half Time).
5. Present a research project (doctoral dissertation) directly related to the field of Psychology, preferably, on a topic related to Professional Psychology, or an Intensive Case Study.

Grading System

All courses and grades obtained will appear on the student's academic record, including transferred courses from other institutions.

The Program has established evaluation criteria for the successful completion of courses. These criteria are made available to the students at the beginning of the course. The grading system for graduate students is as follows:

Letter	Grade
A	100% - 90%
B	89% - 80%
C	79% - 70%
F	Failed (below 70%)
E	Extended
I	Incomplete
IP	In Progress
P	Pass
NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal
NG	No-Grade Reported (under special circumstances)

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

Satisfactory Academic Progress

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.

This policy applies to all Clinical Psychology (Psy.D) Doctoral Students enrolled at Ponce Health Sciences University (PHSU).

General Requirements

1. Time Frame for completion of the Academic Program

A Clinical Psychology Doctoral Student will be allowed a maximum time frame of three years of enrollment beyond the standard required for the completion of the program (five

years). Summer enrollment is considered part of the academic year for the purpose of this measure.

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

Program	Standard	Maximum
Clinical Psychology Doctorate	5 years	8 years

- a. **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.
- b. **Definition of half time** – students with an academic load of 3 to 5 credits per semester will be considered half time students.
- c. **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.

2. Completion of Program Requirements

a. Course Requirement

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

b. Performance Requirement

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

c. Comprehensive Examination Requirement

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

d. Clinical Practice Examination (CPX)

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

e. Doctoral Dissertation Requirement

A Doctoral Dissertation with oral defense is required for graduation.

f. 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 PsyD. Program.

Grade Requirement

To graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00. Satisfactory Academic Progress 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 the Clinical Courses 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" (Not 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 completed.
- Grades of "P" (Pass) or "NP" (Not Pass) are applicable to Practice 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) in agreement with the professor and must be removed by the incomplete removal date of the following academic session. For detailed information about the institutional policy, refer to the Institutional Catalog.

Academic Probation and Financial Aid Eligibility

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

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

Appeal Process for Academic Probation

Students who are notified by the Program's Academic Dean a decision of the Students Promotion Committee that he/she must repeat failed courses during the next academic year or to be

dismissed from the program, have the right to appeal the decision within five (5) working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will appeal in writing to the Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. After the meeting, the SPC has 48 hours to submit its decision to the Program's Academic Dean, who will notify the decision to the student.

If the SPC sustains the adverse decision, the student has the right to appeal to the Dean of Behavioral and Brain Sciences (SBBS). The appeal must be submitted in writing within five (5) working days after receiving the notification. The SBBS' Dean will evaluate the appeal and the student's academic record. The SBBS' Dean can appoint a three-member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Dean is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. After the meeting, the Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the SBBS' Dean. 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. The decision made by the Dean of the SBBS is final.

The same process described above will be followed in the case that the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. The SBBS' Academic Dean, the SBBS' or the VP for Student Affairs will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

If an adverse decision is made due to non-academic reasons and the SBBS's Dean sustains the decision after the appeal process, the student may appeal to the Vice President for Academic Affairs. Any additional appeal should be submitted to the PHSU President.

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.

Enforcement

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

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

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition and fees 2023-2024.pdf \(psm.edu\)](#)
ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

*Ponce Health Sciences University reserves the right to increase the tuition or other fees as deemed necessary. *

Curriculum

First Year Semester I

Code	Course Title	Credits
PSY 5270	History of Psychological Thought	2
PSY 5140	Neurobiology & Psychology of Emotion & Motivation	2
PSY 5150	Human Growth and Development	3
PSY 5220	Psychology of Personality	3
PSY 5810	Introduction to Clinical Practice	0
PSY 6250	Test Construction	2
IHD 919	Interprofessional Perspectives in Health Disparities	1
Total		13

First Year Semester II

Code	Course Title	Credits
PSY 5110	Fundamentals of Neuroscience	3
PSY 5120	Neuroanatomy Laboratory	2
PSY 5230	Cognitive Psychology	3
PSY 5730	Ethics in Professional Psychology	2
PSY 5410	Fundamentals of Clinical Psychopathology	2
PSY 5820	Fundamentals of Clinical Interventions & Emergency Psychology	0
PSY 6860	Intro to Psychological Assessment and Testing	2
Total		14

Second Year Semester I

Code	Course Title	Credits
PSY 6870	Psychotherapy Seminar	1
PSY 6200	Applied Research for Psychologists	2
PSY 6600	Behavior Modification: Theory & Practice	2
PSY 6520	Cognitive Assessment	3
PSY 6810	Cognitive Assessment Practicum	0
PSY 6450	Mood and Anxiety Disorders	3
PSY 6850	Conceptualization and Intervention Planning	0
PSY 5180	Principles of Psychoneuroimmunology	1
Total		12

Second Year Semester II

Code	Course Title	Credits
PSY 6620	Cognitive and Cognitive – Behavioral Therapy	2
PSY6580	Projective Assessment of Personality	2
PSY 6880	Practicum Projective Personality Assessment	0
PSY 7670	Family Therapy and Systemic Intervention	2
PSY 8320	Social Bases of Behavior	3
PSY 6670	Short-Term Psychotherapy	2
PSY 6830	Psychotherapeutic Techniques	0
	Comprehensive Examinations	
Total		11

Third Year Semester I

Code	Course Title	Credits
PSY 7720	Program Development and Administration in Mental Health	2
PSY 6480	Psychopathological Disorders in Children and Adolescents	2
PSY 7860	General Clinical Practice: Integration I	0
PSY 6230	Qualitative / Quantitative Methods & Descriptive Statistics	3
PSY 7240	Research Practicum: Data Collection & Data Analysis	0
PSY 8140	Psychology of Addictions	2
Total		9

Third Year Semester II

Code	Course Title	Credits
PSY 7660	Group Processes and Group Psychotherapy	2

PSY 7470	Personality and Psychotic Disorders	3
PSY 7170	Clinical Psychopharmacology	2
PSY 6570	Objective Assessment of Personality	3
PSY 7870	General Clinical Practice: Integration II	0
PSY	Elective	2
	Clinical Practice Examination	
Total		12

Fourth Year Semester I

Code	Course Title	Credits
PSY 7310	Racial, Ethnic and Cultural Diversity	3
PSY	Elective	3
PSY	Elective	2
PSY 8260	Doctoral Dissertation	0
Total		8

Fourth Year Semester II

Code	Course Title	Credits
PSY 7730	Supervision and Consultation	3
PSY	Elective	2
PSY	Elective	2
PSY 8260*	Doctoral Dissertation	0
Total		7

Fifth Year Semester Internship I

Code	Course Title	Hours
PSY 9000	Predoctoral Internship	1,000

Fifth Year Semester Internship II

Code	Course Title	Hours
PSY 9000	Predoctoral Internship	1,000

Elective Courses

PSY 7190 The Practice of Psycho –Oncology with Children and Adults (2)

PSY 7560 Psychoeducational Assessment and Consultation (3)

PSY 7570 Advanced Projective Assessment (3)

PSY 7640 Psychotherapeutic and Systemic Interventions with Children and Adolescents (2)

PSY 7650 Post Modern & Solution Oriented Therapies (2)

PSY 7850 Clinical Psychology in the General Hospital Setting (1)

PSY 7880 Advanced Projective Assessment Practicum (0)

PSY 8000 Independent Study (up to 6 credits per project)

PSY 8110 Anatomy and Physiology for Professional Psychologists (3)

PSY 8120 Anatomy Laboratory (1)

PSY 8160 Integrated Behavioral Healthcare (2)

PSY 8180 Clinical Health Psychology (2)

PSY 8190 Functional and Correlational Neuroanatomy (2)

PSY 8330 Fundamentals of Social Determinants of Health (2)

PSY 8350 Psychology and Poverty (2)

PSY 8360 Psychology of Gender (2)

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

PSY 8390 Child Maltreatment (2)

PSY 8400 Integrated Sexual and Gender Affirmative Interventions (2)

PSY 8450 Sports Psychology (2)

PSY 8470 Neuropathological Conditions (2)

PSY 8480 Antisocial Personality Disorder and Sexual Deviant Behaviors (2)

PSY 8490 Forensic Psychological Assessment (3)

PSY 8510 Neuropsychological Assessment (3)

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

PSY 8670 Dialectical Behavioral Therapy (2)

PSY 8680 Advanced Family Therapy (2)

PSY 8700 Studies in Human Sexuality (2)

PSY 8710 Forensic Psychology (2)

PSY 8740 Geriatric Psychology (2)

PSY 8750 Neuropsychological Rehabilitation (2)

PSY 8780 Brain, Psyche and Psychopathology (2)

PSY 8790 Contemporary Psychoanalytical Therapy (2)

PSY 7810 General Clinical Practicum. Second Year Summer
PSY 8810 Advanced Clinical Practicum I. Third Year Summer (0)
PSY 8820 Advanced Clinical Practicum II. Fourth Year (0)
PSY 8830 Advanced Clinical Practicum III. Fourth Year (0)
PSY 8840 Advanced Clinical Practicum IV. Fifth Year (0)
PSY 8850 Advanced Clinical Practicum V. Fifth Year (0)
PSY 8880 Advanced Clinical Practicum: Health Psychology (250 hours)

Course Descriptions

PSY 5270 History of Psychological Thought

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

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

PSY 5140 Neurobiology and Psychology of Emotion and Motivation

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

PSY 5150 Human Growth and Development

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, throughout the different stages of development, from childhood to senescence.

PSY 5220 Psychology of Personality

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

PSY 5810 Introduction to Clinical Practice (50 hrs.) Year I: First Semester

This is the first of a series of practicums designed to foster in the student the development of practical clinical skills. Through multiple exercises, 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 develops full awareness of the different dynamics of the Patient-Clinician relationship. The ethical handling of records and of confidential information will be addressed throughout the semester. The students will master basic skills in the logical and sequential organization of clinical data so that the information obtained through interviews may become meaningful and useful for clinical intervention.

PSY 6250 Test Construction

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

PSY 5110 Fundamentals of Neuroscience

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 refer to 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 as well as those subcortical and cortical functions most related to psychological and behavioral processes.

PSY 5120 Neuroanatomy Laboratory - 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 while such information is provided through PSIC 511. Special attention will be given to those hypothalamic, Limbic, and cortical zones that sub-serve the major neurocognitive and neurobehavioral functions.

PSY 5230 Cognitive Psychology

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

PSY 5730 Ethics in Professional Psychology

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

PSY 5410 Fundamentals of Clinical Psychopathology

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 related to normal and abnormal dynamics of both organic and psychological nature. The course ends with an exploration of the adjustment disorders, of DSM-IV "V" codes, of the DSM IV culture-bound syndromes (e.g., nervous breakdown) and of the milder forms of psychological dysfunction.

PSY 5820 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 are 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. The students practice their interviewing and intervention skills through the standardized patient program.

PSY 6860 Introduction to Psychological Assessment and Testing

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

PSY 6200 Applied Research for Psychologists (2 credits)

This course will provide the foundation for the acquisition of practical research skills. The course expands from the selection of a definable problem, through the literature search, to the elaboration of hypothesis and initial methodological considerations. After learning about the

basic principles and the specific steps utilized to conduct applied psychological research, the student will be able to write the introductory section of his/her research project.

PSY 6600 Behavior Modification: Theory and Practice (2 credits)

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

PSY 6520 Cognitive Assessment (3 Credits) Prerequisite: PSY 625

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

PSY 6810 Cognitive Assessment Practicum (30 hrs.) To be taken concomitantly with PSY 652

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

PSY 6450 Mood and Anxiety Disorders prerequisite: PSY 541

This course focuses on the different types of mood/affective disorders including depression, mania, anger, and its multiple clinical and syndrome 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 Morning, Attachment theories of depression, Learned Helplessness paradigm from Learning theories and others.

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

PSY 6850 Conceptualization and Intervention Planning (250 hrs.) Prerequisite: PSY 683

This is the practicum experience for the second semester of the second year. Once per week, the students will meet with their practicum supervisor to discuss cases and 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 practice and theoretical courses with the experiences they are having at their practicum site.

PSY 5180 Principles of Psychoneuroimmunology (1 credit)

Psychoneuroimmunology emerges as a science that 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 psychoneuroimmunology status of the person treated.

PSY 6620 Cognitive and Cognitive-Behavioral Therapy

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, Cognitive Restructuring and Cognitive Restructuring. Multiple behavior and cognitive assessment techniques will be demonstrated and fully covered.

PSY 6580 Projective Assessment of Personality - Prerequisites: PSY 522, 541 and 652

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

PSY 6880 Practicum Projective Personality Assessment (30 hrs.) To be taken concomitantly with PSY 654.

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

PSY 7670 Family Therapy and Systemic Interventions

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 trans-generational orientations. The student will learn specific Family Therapy techniques needed to assess families (genograms, joining techniques, etc.), will learn to elaborate treatment plans and to organize and conduct family sessions.

PSY 6230 Qualitative/Quantitative Methodology and Descriptive Statistics - Prerequisite: PSY 620

As a continuation of PSY 620, the student will obtain a more detailed exposure to psychological research methods through this course. Qualitative and quantitative approaches will be compared. The type of statistics applicable to the analysis of data is discussed. The students will utilize statistical computer programs to process data and obtain statistical values. By the end of the course the student will be able to write the methodology section of his/her research project.

PSY 6830 Psychotherapeutic Techniques (250 hrs.)

Students will be placed in a community practicum site during the first semester of the second year. Once per week, the students will meet with their practicum supervisor to discuss cases and relevant issues related to their experience. They will attend the didactic component of the practicum to acquire therapeutic skills based upon the Learning Psychotherapy system. Multiple exercises will be performed by the student in the process of developing a solid and coherent set of readily accessible therapeutic competencies. The student will also share their experiences at their practicum sites and will learn how to integrate the skills learned in class to the work being done with patients.

PSY 6480 Psychopathological Disorders in Children and Adolescents - Prerequisite: PSY 541

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

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

The different types of Objective Personality tests have made a significant impact on the practice of Professional Psychology as they have become an important component of the Psychologist's assessment techniques. This course will provide the basic knowledge and skills necessary to administer, score and interpret some of the most utilized non-projective personality assessment techniques. The main emphasis of the course will be on the MMPI-2 and the Million Health and Personality Inventories.

PSY 7860 General Clinical Practice: Integration I (250 hrs.) Prerequisite: PSY 685

During the first semester of the third year the student will be placed in a community site to gain additional clinical experience. They will also have a two-hour didactic session where they will share their experiences with the cases, they see at their practicum site. Through these

discussions, the student will develop the capacity to integrate multiple sources of information to help the clients served. The student will integrate information obtained through interviews with data obtained through tests, together with their personal experience with the client. Through this integration, they will be able to develop a more comprehensive understanding of the clinical cases they are treating at their practicum site.

PSY 7310 Racial, Ethnic and Cultural Diversity (3 credits)

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

PSY 7550 Psychoeducational Assessment and Consultation

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 a school setting will also be addressed in preparing students for a role in these community scenarios.

PSY 7660 Group Processes and Group Psychotherapy

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 stages of development of the therapeutic group follow together with the way the different curative factors of group therapy are activated and maintained during treatment. The role of the therapist is emphasized throughout each topic.

PSY 7470 Personality and Psychotic Disorders - Prerequisite: PSY 645

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

PSY 7170 Clinical Psychopharmacology

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

PSY 7870 General Clinical Practice: Integration II (250 hrs.) Prerequisite PSY 786

During the second semester of the third year the student will meet with their practicum coordinator to further explore ways of integrating clinical material in such a way as to allow them to gain better understanding of cases and to elaborate comprehensive and realistic treatment plans. During this practicum, the student will develop further competencies in the utilization of Empirically Validated Procedures (EVP). Cases will be presented and discussed with the intention of further delineating clinical syndromes utilizing psychometric and historical information together with patient's 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 psychology and mental health with the information obtained from the patients being served at the practicum sites, to derive a deeper understanding

of their professional roles and of the intervention strategies available within our understanding of EVP.

PSY 8320 Social Bases of Behavior

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 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 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.

PSY 8260 Doctoral Dissertation

The student will register in Psychology 8260 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 toward the completion of his/her dissertation project.

PSY 7730 Supervision and Consultation (3 credits)

This course explores the historical context and the philosophy of supervision. It analyzes the major supervision models and their application to psychotherapeutic and educational/training settings. The differences between the supervisor and consultant role will be explored in the context of the relationship with the supervisee and the consultee. Most common consultation settings for psychologists such as schools and organizations will be emphasized, exploring contemporary strategies and techniques such as coaching and mediation. Students will be given the opportunity to supervise at least one student in their initial clinical practice. Their supervisory work will be monitored and supervised by the course professor. The student will provide a written report on the experience. Other work related to supervision and consultation may be required depending upon the opportunities available in the community and with different organizations.

PSY 9000 Doctoral Internship

This is a 2000-hour per year intensive clinical experience. The student will be placed for 40 hours per week for 12 months (or 20 hours for 24 months) in a clinical setting where opportunities for

further grow are abundant. Such work will be closely supervised given that this is the last experiential component of their program.

PSY 7890 Advanced Clinical Practicum: Child and School Psychology. May be taken instead of PSY 787. Requires authorization.

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

PSY 8360 Psychology of Gender

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: choosing lifestyles and sexual orientation – the GLBT movement; multilateral and multigenerational relationships and connectedness; social roles, work, and community; marriage, pregnancy, mothering and fatherhood, health and health psychology of women and men. Gender issues, gender roles and gender differences will be of primary concern for this course. The psychotherapeutic implications of these issues will be addressed throughout the course.

PSY 8880 Advanced Clinical Practicum: Clinical Health Psychology. (250 hrs.) Prerequisite: PSY 818 Requires authorization.

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

Doctor of Philosophy in Clinical Psychology Program (PhD)

Program Descriptions

The PhD. The 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 were 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 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).

Program Goals

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

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.
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.

Admissions Requirements

Candidates for admission will satisfy the following requirements:

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

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

3. Submit Official Undergraduate Transcript (Degree Conferred)

4. A minimal GPA of 3.00 in the last two years of undergraduate degree.
5. Two letters of recommendation from professors and or professionals familiar with the candidate's performance in academic and work settings.
6. Certificate of Negative Penal Records/ Background Check
7. Pay the application processing fee (non-refundable).

Upon acceptance, all students are required to submit:

1. Written confirmation of acceptance.
2. Non-refundable deposit of \$100.00 to secure the seat in the entering class.

Other documents will be notified as pertinent.

Transfer of Credits Policy

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

1. Most of the courses to be transferred from other institutions will serve to satisfy the elective requirements of the program.
2. The maximum number of credits to be transferred is 24.
3. 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.
4. The following requirements will guide the evaluation process of those courses submitted for approval.
 - a. Courses need to be relevant to the field of Clinical/Professional Psychology
 - b. Courses approved with at least a B grade are only considered for transfer.

It is the student's responsibility to facilitate the course syllabus and the official catalog of the institution where the course (s) requested for transfer was/were taken. Students who apply for transfer credits must present all transcripts regarding the courses to be evaluated for transfer credit. Students with transferred grades (T) on their Degree Conferred transcript must present the transcripts for the original courses.

Graduation Requirements

The requirements for the PhD in Clinical Psychology degree are:

1. 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 as they are computed by the hour.

2. Successfully complete 1100 hours of clinical practice as follows: 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.
 - a. 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.
 - b. 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.
3. Successful completion of five semesters of required research practice. PHS 1622 is required during the second semester of the first year. During the second year, two additional required research practice may be chosen from PHS 1623 & PHS 1722 (Psychosocial/clinical), or PHS 1723 & PHS 1733 (Behavioral Neuroscience). During third year, two additional required research practice may be chosen from PHS 1730 & PHS 1734 (Psychosocial/clinical), or PHS 1735 (Behavioral Neuroscience).
4. Approve the Comprehensive Examination offered at the end of the second year and the Clinical Practice Examination (CPX) to be taken during or after the end of third year.
5. Approval of Dissertation Proposal by the dissertation committee before submitting the internship application.
6. Complete 2000 hours of a doctoral internship. The internship may be completed in 40 hours per week during a 12-month period (Full Time) or 20 hours per week in a 24-month period (Half Time).
7. 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.

Grading System

All courses and grades obtained will appear on the student's academic record, including transferred courses from other institutions.

The Program has established evaluation criteria for the successful completion of courses. These criteria are made available to the students at the beginning of the course. The grading system for graduate students is as follows:

Letter	Grade
A	100% - 90%
B	89% - 80%
C	79% - 70%
F	Failed (below 70%)
E	Extended
I	Incomplete
IP	In Progress
P	Pass
NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal
NG	No-Grade Reported (under special circumstances)

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

Satisfactory Academic Progress

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.

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

General Requirements

1. 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.

Program	Standard	Maximum
Clinical Psychology PhD	5 years	8 years

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

2. Completion of Program Requirements

- a. Course Requirements

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

- b. Performance Requirement

A student must complete each academic year with a minimum grade point average of 3.00. Any student failing to meet this standard of performance will be referred to the Student Promotion Committee.

- c. Comprehensive Examination Requirement

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

- d. Clinical Practice Examination (CPX)

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

- e. 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.

- f. 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.

- g. 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.

Grade Requirement

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 handbook) 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" (Not 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" (Not Pass) are applicable to Practice 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) in agreement with the professor and must be removed by the incomplete removal date of the following academic session. For detailed information about the institutional policy, refer to the Institutional Catalog.

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 due process, the student loses financial aid until SAP is reestablished.

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 SBBS Dean within five working days after receiving the notification.

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

The SBBS Dean will evaluate the appeal and the student's academic record. Rejection of the appeal by the Dean is final. If the Dean has reasonable doubts about the student's capacity or academic record, he/she can appoint a three-member Ad-Hoc Committee to re-evaluate all evidence.

The Ad-Hoc Committee will notify the student in writing of the date and time when the case will be heard. The Ad-Hoc Committee has forty-eight (48) hours to submit the report.

The SBBS 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.

If an adverse decision is made due to non-academic reasons and the SBBS's Dean sustains the decision after the appeal process, the student may appeal to the Vice President for Academic Affairs. Any additional appeal should be submitted to the PHSU President.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition and fees 2023-2024.pdf \(psm.edu\)](#)
ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

*Ponce Health Sciences University reserves the right to increase the tuition or other fees as deemed necessary. *

Curriculum

First Year Semester I

Code	Course Title	Credits
PHS 1624	Introduction to Basic Research	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
IDH 1919	Interprofessional Perspectives in Health Disparities	1
Total		15

First Year Semester II

Code	Course 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 Practice I	0
PHS 1518	Principles of Psychoneuroimmunology	1
PHS 1622	Psychosocial/Clinical Research Practice I or	0
PHS 1619	SPSS and Descriptive Statistics Practicum	1
Total		14

Second Year Semester I

Code	Course Title	Credits
PHS 1687	Psychotherapy Seminar	1
PHS 1645	Mood and Anxiety Disorders	3
PHS 1620	Descriptive and Inferential Statistics	2
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 Practice II	0
Total		11

Second Year Semester II

Code	Course Title	Credits
PHS 1527	History of Psychological Thought	2
PHS 1662	Cognitive and Cognitive -Behavioral Therapy	2
PHS 1626	Quantitative Research Methods	3
PHS 1657	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	Psychosocial/Clinical Research Practice III or Behavioral	0
PHS 1723	Neuroscience Research Practice I	
	Comprehensive Examination	0
Total		12

Third Year Semester I

Code	Course 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	Psychosocial/Clinical Research Practice IV or Behavioral	0
PHS 1725	Neuroscience Research Practice II	
MPH 7101	IRB Seminar	1
Total		12

Third Year Semester II

Code	Course 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 Interventions	2
PHS 1787	General Clinical Practice: Integration II	0
PHS 1730/ PHS 1733	Psychosocial/Clinical Research Practice V or Behavioral Neuroscience Research Practice IV	0
	Clinical Practice Examination	
Total		11

Fourth Year Semester I

Code	Course Title	Credits
PHS 1773	Supervision and Consultation	3
PHS	Elective	2
PHS 1826	Doctoral Dissertation	0
Total		5

Fourth Year Semester II

Code	Course Title	Credits
PHS	Elective	2
PHS	Elective	2
PHS	Elective	2
PHS 1826	Doctoral Dissertation	0
Total		6

Fifth Year Semester I - Internship

Code	Course Title	Credits	Total Contact Hours
PHS 1900	Predoctoral Internship*	0	1000
PHS 1826	Doctoral Dissertation	0	0

Fifth Year Semester II - Internship

Code	Course Title	Credits	Total Contact Hours
PHS 1900	DOCTORAL INTERNSHIP*	0	1000
PSY 1826	DOCTORAL DISSERTATION	0	0

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

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

Course Descriptions

PHS 1522 Psychology of Personality

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/ introversion dimensions, among others. After familiarizing the student with these concepts and with some of the relevant literature, the course enters 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 & McCrae), 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. (3 credits)

PHS 1832 Social Bases of Behavior

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 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 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 1511 Fundamentals of Neuroscience

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 refer 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. (3 credits)

PHS 1541 Fundamentals of Clinical Psychopathology

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.

PHS 1581 Introduction to Clinical Practice.

This is the first of a series of practicums 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. (50 hrs.) Year I: First Semester.

PHS 1512 Neuroanatomy Laboratory

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 while 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. (0 credits) To be taken concomitantly with PSY 511.

PHS 1573 Ethics in Professional Psychology.

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. (2 Credits)

PHS 1625 Test Construction

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. (2 credits)

PHS 1582 Fundamentals of Clinical Interventions and Emergency Psychology.

The course focuses on a detailed discussion of all major psychiatric/psychological emergencies that are usually present in 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. Year I: Second Semester (50 hrs.)

PHS 1686 Introduction to Psychological Assessment and Testing

This is the first of the sequence of practice 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. (2 credits)

PHS 1524 Cognitive and Affective Bases of Behavior

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 applicable. (3 credits)

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. (2 Credits)

PHS 1515 Human Growth and Development

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. (3 credits)

PHS 1518 Principles of Psychoneuroimmunology

Psychoneuroimmunology emerges as a science 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 psychoneuroimmunology status of the person treated. (1 credit)

PHS 6450 Mood and Anxiety Disorders

This course focuses on the different types of mood/affective disorders including depression, mania, anger, and its multiple clinical and syndrome 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. (3 credits) Prerequisite: PSY 541

PHS 1621 Descriptive and Inferential Statistics

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. (3 Credits)

PHS 1652 Cognitive Assessments

After exploring some of the basic theoretical and psychometric issues surrounding the “intelligence” construct, the course will examine the evaluation of intelligence and other cognitive functions and academic achievement. The main instruments presented are Wechsler scales (Pre-School, Child, Adult), Test of Non-Verbal Intelligence II and K-ABC. Through this course and its concurrent Cognitive Assessment Practicum, the student will acquire the necessary skills to administer these tests and other psychometric instruments ethically and competently. The course will also concentrate on the scientific method of hypothesis generation, on the type of inferences that may be drawn from these tests and on the different models of data interpretation available through the scientific psychometric literature. (3 Credits). Prerequisite: PSY 625

PHS 1681 Cognitive Assessment Practicum

Supervised practice in the administration, correction, and interpretation of cognitive assessment instruments. The student will acquire the necessary skills to administer these tests ethically and competently. (30 hrs.) To be taken concomitantly with PSY652.

PHS 1683 Psychotherapeutic Techniques

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 1622 Psychosocial/Clinical Research Practicum I

This course is designed to provide students with supervised research experience with a faculty member of the Clinical Psychology Program. The course will be divided into two main components: Lecture and Practicum. It is expected that the students 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 1728 Research Proposal Development and Funding Mechanisms

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, organizing and planning 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 research or a grant proposal is not approved for funding. (2 Credits)

PHS 1527 History of Psychological Thought

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.

PHS 1662 Cognitive and Cognitive-Behavioral Therapy

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. (2 credits)

PHS 1658 Projective Assessment of Personality - Prerequisites: PHS 522, 541 and 652

Projective techniques constitute an important component of the Clinical Psychologist armamentarium of diagnostic tests. The newer Rorschach system is one of the most widely utilized of these techniques. This course will focus on the Rorschach method as perceptual-cognitive problem-solving tasks with an incomparable projective potential.

Learning the administration and scoring of the Rorschach will be the main objective of the course. The thematic techniques (TAT, CAT) and various Paper-Pencil projective techniques will be presented as secondary and/or alternate personality assessment methods.

PHS 1688 Practicum Projective Personality

Through this practicum students will learn the administration, scoring and interpretation of the projective techniques presented through the Projective Assessment Course. Thematic techniques, especially the TEMAS (Tell-Me-A-Story) test will be the focus of the practicum. The practicum will prepare students to write personality assessment reports and for conducting high quality, ethically sensitive, feedback sessions. Assessment (30 hours) to be taken concomitantly with PSY 658.

PHS 1685 Conceptualization & Intervention Planning

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 practice and theoretical courses with the experiences they are having at their practicum site. (250 hrs.) Prerequisite: PSY 683

PHS 1623 Psychosocial/Clinical Research Practicum II

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. (0 Credits)

PHS 1731 Racial, Ethnic and Cultural Diversity

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. (3 credits)

PHS 1786 General Clinical Practice: Integration I (250 hrs.) Prerequisite: PSY 685

During the first semester of the third year the student will be placed in a community site to gain additional clinical experience. They will also have a two-hour didactic session where they will share their experiences with the cases, they see at their practicum site. Through these discussions, the student will develop the capacity to integrate multiple sources of information to help the clients served. The student will integrate information obtained through interviews with data obtained through tests, together with their personal experience with client. 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 1747 Personality and Psychotic Disorders (3 credits) Prerequisite: PSY 645

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

PHS 1722 Psychosocial/Clinical Research Practicum III

This practicum is designed to provide students with 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. (0 Credits)

MPH 7101 IRB Seminar

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. (1 Credit)

PSY 1766 Group Processes and Group Psychotherapy

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 stages of development of the therapeutic group follow together with the way the different curative factors of group therapy are activated and maintained during treatment. The role of the therapist is emphasized throughout each topic.

PSY 1717 Clinical Psychopharmacology

The initial portion of the course introduces 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). (2 credits)

MPH 5601 Scientific Writing

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 based on their own research. (3 Credits)

PHS 1648 Psychopathological Disorders in Children and Adolescents

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. (2 credits)
Prerequisite: PSY 541

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.

PHS1787 General Clinical Practice: Integration II (250 hrs.) Prerequisite PSY 786

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

PHS 1727 Psychosocial/Clinical Research Practicum IV

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. (0 Credits)

PHS 1725 Behavioral Neuroscience Research Practicum II

This course provides the students with 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. (0 Credits)

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 related to clinical supervision or consultation.

PHS 1729 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 1826 Doctoral Dissertation (0 Credits)

The student will register in Psychology 826 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 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 psychocultural issues that have affected adults in traditional and contemporary societies. The course will address the following topics, among others: Lifestyles 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 1801 Teaching Psychology Laboratory. (30 Hours). Prerequisite: PSY 621 & PSY 721

While performing as Teacher Assistant (TA) for the Statistics, Methods, or other graduate psychology course, advanced PhD 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, 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 1724 Introduction to Cognitive Neuroscience

This is a survey course that covers the following areas of Cognitive Neuroscience: brain evolution, perception, attention, memory, language, emotion, and consciousness. The objective of the course is to introduce students to the main issues in each field and guide further independent reading. (2 credits) Pre-requisites: Medical Neuroscience Course, or PSY 511.

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 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 project, according to the format for program development to be provided.

PHS 1900 Doctoral Internship

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

Master of Science in School Psychology

Program Description

The Master of Science in School Psychology (MSSP) program of Ponce Health Sciences University (PHSU) is a Terminal Master's Degree Program that concomitantly provides students with the foundations of the School Psychology profession. The program will prepare its graduates to engage in competent practice of the profession, at the Master level.

As part of the program, students have an option of completing a concentration in Neuropsychology (NP) or in Neuroscience of Learning (NSL). With this MSSP, students will be able to seek licensing in PR and in most states of USA. They may also pursue doctoral studies in School Psychology, Clinical Psychology and Neuropsychology or in Clinical Neuropsychology. By acquiring the foundational competencies of School Psychology, students will master the Knowledge, Skills and Attitudes associated to the main competencies of Professional Psychology. These are: Biological Bases of Behavior, Social Bases of Behavior, Cognitive and Emotional Bases of Behavior, Human Growth and Development, Research and Statistics, Test Construction, Ethics and History of Psychology and Psychology of Personality.

Program Goals

The goals of MSSP are:

1. To develop in our students an in-depth understanding of the psychological (cognitive, affective, motivational), biological and socio-cultural bases of normal and abnormal behavior that serves as the foundation of the practice of School Psychology.
2. To prepare school psychologists for the ethical delivery of evidence-based psychotherapeutic interventions, assessment, and diagnosis when assuming the contemporary roles of the profession based upon the evolving scientific knowledge and expanding scope of practice.
3. **Neuropsychology Track:** To develop in students, foundational competencies in the field of Neuropsychology allowing them a broad understanding of brain behavior relationships and of the base of psychological processes as they manifest through the development spectrum.
4. **Neuroscience of Learning Track:** To prepare School Psychologists competent in the understanding of the neurophysiology of learning and of the individual and systemic techniques available to transform learning environments according to the principles of neurolearning.

Admissions 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 Title	Credits
General Psychology	3
Developmental Psychology	3
Statistics	3
Abnormal Psychology	3
Experimental Psychology or	
Research Methods	3

1. Official Undergraduate Transcript (Degree Conferred)
2. A minimal GPA of 3.00
3. Two letters of recommendation from professors or professionals familiar with the candidate's performance in academic and work settings.
4. Certificate of Negative Penal Records/ Background Check
5. An interview
6. CV/Resume
7. Essay
8. Application processing fee (non-refundable).

Upon acceptance, all students are required to submit:

1. Written confirmation of acceptance
2. Non-refundable deposit of \$100.00 to secure the seat in the entering class.

Other pertinent documents as necessary.

Graduation Requirements

1. Students must complete all courses within the established time frame. The Program requires a total of 62 credits and 750 Clinical Practice contact hours.
2. Students should complete all requirements and maintain a minimum grade point average of 3.00 every semester.
3. The program requires approval of a Comprehensive Examination covering core areas of the field of School Psychology.
4. 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 Program.

Grading System

All courses and grades obtained will appear on the student's academic record, including transferred courses from other institutions.

The Program has established evaluation criteria for the successful completion of courses. These criteria are made available to the students at the beginning of the course. The grading system for graduate students is as follows:

Letter	Grade
A	100% - 90%
B	89% - 80%
C	79% - 70%
F	Failed (below 70%)
E	Extended
I	Incomplete
IP	In Progress
P	Pass
NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal
NG	No-Grade Reported (under special circumstances)

Satisfactory Academic Progress

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.

This policy applies to students enrolled in the Master's in Science in School Psychology at Ponce Health Sciences University.

General Requirements

1. Time Frame for completion of the Academic Program

A School Psychology Student will be allowed a maximum time frame of 2.5 years of enrollment beyond the 2.5 years standard required for the completion of the program. Summer enrollment is considered part of the academic year for the purpose of this measure. The total number of years for completion of the degree includes those graduate courses accredited on admission to the School Psychology Program.

- Definition of full time: Students with an academic load of 6 credits or more per semester will be considered full time graduate students.

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

2. Completion of Program Requirements

- a. Course Requirement
Students must complete all courses within the established time frame. The Program requires a total of 62 credits.
- b. Performance Requirement
A student must maintain a minimum grade point average of 3.00 for every semester. A student failing to meet this standard of performance will be referred to the Students Promotion Committee.
- c. Comprehensive Examination Requirement
The program requires approval of a Comprehensive Examination covering core areas of the field.
- d. Professional Behavior Requirement
The students should conduct themselves in accordance with the norms for professional behavior set forth by Ponce Health Sciences University, the corresponding accreditation agencies, and the Clinical Practice Manual of the School Psychology Program.

Grade Requirement

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

- 1. No more than two courses may be approved with a grade of C.
- 2. Obtaining a grade of C in a third course will require that student repeat such course (s).
- 3. Repeated courses with "C" grades will remain on record, but the new grade will be used to compute the grade point average.
- 4. 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, including GPA in the program.
- 5. Grades of "P" (Passed) or "NP" (Not Pass) are applicable to Practice. A grade of "NP" requires repetition. In case of a second "NP" grade in the same practicum, the student will be referred to the Students Promotion Committee with a recommendation for dismissal.
- 6. An "I" (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the "I" (Incomplete) in agreement with the professor and must be removed by the incomplete removal date

of the following academic session. For detailed information about the institutional policy, refer to the Institutional Catalog.

Appeal Process for Academic Affairs

Students who are notified by the Program's Dean a decision of the Students Promotion Committee that he/she must repeat failed courses during the next academic year or to be dismissed from the program, have the right to appeal the decision within five working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will appeal in writing to the Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. The SPC has 48 hours to submit its decision to the Program's Dean, who will notify the decision to the student.

If the SPC sustains the adverse decision, the student has the right to appeal to the Dean of the School of Behavioral and Brain Sciences (SBBS). The appeal must be submitted in writing within seven working days of receiving the notification. The Dean of SBBS will evaluate the appeal and the student's academic record. The Dean can appoint a three-member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Dean is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Dean of SBBS. 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. The decision made by the SBBS Dean is final.

The same process described above will be followed in the case that the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. The Program Dean or the VP for Student Affairs will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

If an adverse decision is made due to non-academic reasons and the Dean of SBBS sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affairs and then to the President.

Financial Aid Eligibility

Financial Aid eligibility is contingent upon satisfactory academic progress. Please refer to the institutional policy on Satisfactory Academic Progress published by the Office of Financial Aid.

Enforcement

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

The President, Vice President for Academic Affairs, and the Vice President for Student Affairs, as well as the Program Dean, Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policy here set forth.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition and fees 2023-2024.pdf \(psm.edu\)](#)
ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

*Ponce Health Sciences University reserves the right to increase the tuition or other fees as deemed necessary. *

Curriculum

1st First Year

First Semester

Code	Course Title	Credits
SCP 5150	Lifespan Human Development	3
SCP 5220	Psychology of Personality and Of Individual Differences	3
NPS 5110	Biological Bases of Behavior: Neuroscience	3
SCP 5810	Clinical Practice I	0
SCP 6250	Test and Measurement	2
SCP 6860	Introduction to Psychological Assessment	2
IDH 9190	Interprofessional Perspectives in Health Disparities	1
Subtotal		14

Second Semester

Code	Course Title	Credits
SCP 5410	General Principles of Psychopathology	2
SCP 5730	Professional Behavior and Ethics	2
SCP 5820	Clinical Practice II	0
SCP 6200	Research in Psychological Sciences	2

SCP 6520	Intellectual Assessment	3
SCP 6600	Behavior Modification: Theory & Practice	2
SCP 6810	Intellectual Assessment Practicum	0
Subtotal		11

Second Year

First Semester

Code	Course Title	Credits
SCP 6230	Research Methods and Statistics	3
SCP 6500	Psychological Disorders in Children & Adolescents	2
SCP 6580	Projective Assessment Techniques	2
SCP 6830	Clinical Practice III	0
SCP 6880	Practicum Projective Assessment Techniques	0
SCP 7560	Psychoeducational Assessment and Consultation	3
SCP 7660	Group Therapy	2
SCP 7670	Family Therapy and Systemic Interventions	2
Subtotal		14

Second Semester – Neuropsychology Track

Code	Course Title	Credits
SCP 7860	Clinical Practice IV	0
SCP 8470	Neuropathology	2
NPS 5240	Cognition and Emotion	3
NPS 8510	Neuropsychological Assessment	3
SCP 8700	Directed Elective-Neurorehabilitation	2
Subtotal		10

Second Semester– Neuroscience of Learning Track

Code	Course Title	Credits
SCP 7860	Clinical Practice IV	0
NSL 0502	Sensory and Sensory-Motor Development: Implications for Assessment and Teaching	2
NSL 0512	Theoretical Models of Learning	1
NSL 0601	Brain-Based Learning	3
NSL 0602	Neuropsychology of Learning Disorders: A Pragmatic Approach	2

NSL 0611	Design and Administration of Neuroscience-Based Learning Environments	2
Subtotal		10

Third Year

First Semester

Code	Course Title	Credits
SCP 7170	Psychopharmacology for Psychologists	2
SCP 7720	Program Development	2
SCP 7890	School Psychology Practicum	0
SCP 5320	Social Bases of Behavior and Diversity	3
SCP 8650	Directed Elective: Autism Spectrum Disorders	2
SCP	Elective Courses	2
SCP	Elective Courses	2
	Comprehensive Examination	0
Subtotal		13

Electives

Code	Course Title	Credits
SCP 7640	Evidence-Based Interventions for Children and Adolescents	2
NSL 0612	Neurodevelopmental alterations: Learning and Behavioral Manifestations	2
SCP 8390	Child Maltreatment and Sexual Abuse	2
SCP 7810	General Practicum Second Year Summer	0
SCP 8010	Independent Course	1
SCP 8020	Independent Course	2
SCP 7820	Elective School/Clinical Practice	0
SUBTOTAL		9

Course Descriptions

SCP 5150 Life Span Human Development

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 postnatal stage. This presentation is followed by a description of the normal progression of the basic areas of development important for the work of a psychologist including motor,

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

SCP 5220 Psychology of Personality and Individual Difference (3 credits)

The main areas of interest in the field of personality will be covered through this course. Emphasis is given to the holistic theories of personality. However, many of the issues studied by trait psychology and constructs utilized to describe and explain genetic, temperamental, environmental, and behavioral aspects from social psychology and social learning will be addressed. The newer concepts on the neurobiological underpinnings of personality will also be presented and discussed based upon extant research. The course attempts to develop the competencies to apply such theories and constructs to situations in school settings.

NPS 5110 Biological Bases of Behavior: 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 refer to the clinical and learning 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.

SCP 5730 Professional Behavior and Ethics (2 credits)

All professional activities performed by a school psychologist involve other individuals who are part of society and who are probably served by an organization. Many ethical situations in school settings involve conflictive decision making which intends to protect students and their families, based on the NASP Principles for Professional Ethics. Such interactions and the obligation to safeguard the needs and rights of those being served in a professional context will be a major component of this course. The nature and types of ethical and legal dilemmas will be examined from a conceptual standpoint as well as from an applied perspective. The course will gear around multiple cases that by themselves illustrate the different ethical and legal issues that are most confronted in clinical and school practice.

SCP 6250 Test and Measurement (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 and evaluation of the psychometric properties of psychological tests and to develop specific skills in the adaptation of different psychometric instruments to populations unrelated to the one for which the test was constructed and standardized. The students will utilize statistical computer programs to process

data, obtain statistical values and evaluate the psychometric properties in the process of test construction and validation.

IDH 919 Interprofessional Perspectives in Health Disparities (1 credit)

This course is designed to provide a general overview of gaps in health outcomes associated with health disparities. 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 levels (e.g., Individual, patient clinician, healthcare system).

SCP 5800 School Psychology Practice I (0 Credits.)

This is the first of a series of practicums designed to foster in the student the development of practical clinical skills. Through multiple application exercises, the student will learn most of the basic skills needed to conduct initial interviews and begin a therapeutic intervention with children, adolescents, and their families. The practicum focuses on the development of an in-depth understanding of all the main components of the clinical interview. 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.

SCP 6520 Intellectual Assessment (3 credits). Prerequisite: SCP 6250

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 based in cultural and linguistic aspects, and diverse students' population. Through this course and its concurrent Cognitive Assessment Practicum, the student will acquire the necessary skills to administer these tests and other psychometric instruments ethically and competently for data-based decision making. 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.

SCP 6810 Intellectual Assessment Practicum (0 credits) *To be taken concomitantly with SCP 6520*

Supervised practice in the administration, scoring and interpretation of intelligence and cognitive assessment instruments. The student will acquire the necessary skills to ethically and competently administer these tests based on cultural and linguistic aspects, and diverse students' population.

SCP 6200 Research in Psychological Sciences (2 credits)

This course will provide the foundation for the acquisition of practical research skills. The course expands from the literature search, through the selection of a definable problem, to the elaboration of hypothesis and initial methodological considerations. The student can review, research, report, and evaluate entire articles and the specific steps utilized to conduct scientific research applied to clinical and school settings.

SCP 5710 Socio-Emotional Intervention Models (2 Credits)

Through this course, the student will be able to develop knowledge of the major evidence-based theoretical models used to treat different conditions in children and adolescents. The student will develop specific strategies of each model to apply them in interventions to promote adequate socio-emotional functioning of the school-community. The need to integrate individuals with family and system interventions in dealing with many childhood conditions will also be addressed during the treatment-planning portion of the course. These interventions will consider biological, developmental, cultural, and social influences related to behavioral and mental health.

SCP 6500 Psychological Disorders in Children and Adolescents (2 credits)

This course provides a general exploration of the different psychological and neurodevelopmental disorders of childhood and adolescence. The main theoretical positions available about each condition will be presented to assist the student in gaining and applying an adequate understanding of the underlying dynamics of each condition, in addition of their clinical manifestation. The conditions will be explored based upon recent research literature and using both Diagnostic and Statistical Manual of Mental Disorders (DSM) and International Classification of Diseases (ICD) classification systems.

SCP 6610 Behavior Modification: Theory and Intervention (2 credits)

This course's main goal is the development of an advanced understanding of the multiple ways in which behavior may be altered through interactions with the environment. Students will be able to gain a solid working knowledge of learning theories as they apply to real life contexts and to clinical and school settings. The course will introduce the student to the different theoretical traditions of the field. They will also learn about other technological advances of the field based on operant/classical and social learning approaches. By the end of the course, the student will be able to design a behavior modification program for a particular problem or situation.

SCP 5320 Social Bases of Behavioral and Diversity (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 contexts and this process manifests itself through his/her perceptions, cognitions, attitudes, emotions, and behaviors. This course provides an overview of the contributions of social psychology to different areas of studies, particularly to clinical and school 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 and school psychologists face as agents of social change. This will be done with special emphasis on the implications for the Puerto Rican society, school setting, clinical practice, and research.

SCP 5900 School Psychology Practice II (0 credits) *Prerequisite: SCP 5800*

The course focuses on a detailed discussion of all major psychiatric/psychological emergencies that usually present in school settings. A detailed discussion of crisis and emergency situations focuses on both psychological and social aspects. Emphasis will be placed on psychological interventions, theoretical background, and the emergencies associated to issues that affect social-emotional and learning development.

SCP 6230 Research Methods and Statistics (3 credits) *Prerequisite: SCP 6200*

As a continuation of SCP 6200, the student will obtain a more detailed exposure to psychological research methods through this course. Qualitative, quantitative, and mixed approaches will be compared. The type of statistics applicable to the analysis of data obtained from these methods is discussed. The students will utilize statistical computer programs to process data and obtain statistical values, and qualitative analysis software to prepare and analyze the qualitative data. By the end of the course the student will be able to write the methodology section of a research project related to clinical and school psychology field.

SCP 6130 Consultation and Collaboration in School Settings (2 credits)

Students will acquire consulting skills that facilitate collaboration between individuals, families, groups, and systems, as well as methods to promote the effective implementation of services. Additionally, students will gain competencies in consulting, collaboration, and effective communication with others in school settings.

SCP 6590 Social-emotional Assessment Techniques (2 credits) *Prerequisites: SCP 5220 & 6520*

Expressive personality tests are frequently used for the assessment of social and emotional aspects in clinical and school settings as a diagnostic tool. Different scoring and interpretation systems will be presented for socio-emotional and personality tests based in cultural and

linguistic aspects, and diverse students' population. This approach will allow students to ethical and legal decision-making, considering evidence-based methods.

SCP 6890 Social-emotional Assessment Techniques Practicum (0 credits) *To be taken concomitantly with SCP 6590.*

Through this practicum students will learn the administration, scoring and interpretation of the social-emotional techniques presented through the main course. Students will also acquire the basic skills to write high-quality social-emotional assessment reports considering ethical and diversity issues.

SCP 7300 Psychoeducational Assessment and Intervention (3 credits). *Prerequisites: SCP 6520*

This course will prepare the student to respond and to intervene effectively with the academic needs of the school population. It will also provide advanced skills in psychoeducational testing for children and adolescents. 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. Also, students will learn to use assessment methods to develop, implement and evaluate academic interventions and strategies to support the development of academic skills in children and adolescents. In accomplishing this goal, 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 regulates delivery of special education services to qualified students. The dynamics of professional work in a school setting will also be addressed in preparing students for a role in these community scenarios.

SCP 7680 Family Integration in School Setting (2 credits)

A brief review of the history of family therapy and the analysis of the different types of interventions to promote home-school collaboration to appropriately support students in their educational and social-emotional development processes. The student will learn to describe a family-school collaboration within multitiered system support (MTSS) to assess families, elaborate treatment plans, organize and conduct family sessions. This process is developed considering ethics and other diverse factors such as socioeconomic, cultural, and race.

SCP 5420 Crisis and Trauma Intervention in Educational Setting (2 credits)

The student will be able to identify those risk factors for the trauma that can interfere with students' socio-emotional and academic development. By identifying trauma indicators, the student will develop the skills to support families, administration, and teaching staff from a multidisciplinary approach. Similarly, students will develop knowledge in the areas of prevention

and risk assessment of psychological trauma to provide interventions that respond to mental health needs. In addition, they will acquire skills to evaluate the effectiveness of the intervention.

SCP 6000 School Psychology Practice III (0 credits) *Prerequisite: SCP 5900*

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 skills accumulated from previous theoretical courses on socio-emotional, educational, and psychological interventions. The students will also share their experiences and will learn how to integrate the skills learned in class to the work being done with children, adolescents, and parents.

NSL 0611 Design and administration of Neuroscience-Based learning environments (2 credits)

This course seeks to prepare future school psychologists to design and manage educational systems, environments, and experiences based on current neuroscience. This implies to transform education/school policies, administration, physical environments, curriculum design and implementation, classroom management, assessment, and the delivery of supporting services in order to increase students' success and wellbeing by applying current research in neuroscience concerning how the human brain (students' and teachers') learn best.

NPS 5241 Neurocognitive approaches to the study of Cognition and Emotion (3 credits)

This course covers philosophical issues, traditional problems and current research that are central to an understanding of the fields of cognition and emotion, and its impact in the learning process. The course begins approaching the object of study of cognitive psychology considering contemporary psychology, cognitive neurosciences, philosophy of science, technological development, and other historical-cultural transformations that have impacted the field. The course explores the research endeavors that shaped both fields leading to the formulation of theory and to the current knowledge of the multiple cognitive and emotional processes (e.g., sensation, perception, attention, memory, language, and emotion). Cognitive and emotional processes are addressed from their biological, social, and psychological perspective. The course seeks to offer a perspective of complexity through the examination of convergences and divergences between the main approaches to the study of cognition in a school context.

NPS 8510 Neuropsychological Assessment (3 credits) *Pre-requisite: NPS 511, SCP 652, and SCP 658*

This course contains two main components, didactic and experiential. The didactic component concentrates on teaching the students the most 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.

NSL 0612 Neurodevelopmental Alterations: Learning and Behavioral Manifestations (2 credits)

This course will introduce students to current theories and conceptualization models of neurodevelopmental alterations, its related cognitive functions/ constructs, and their broad behavioral and educational implications in the school setting. The current diagnostic criteria for neurodevelopmental disorders, including Intellectual Disabilities (ID), attention deficit disorder (ADHD), Communication /language Disorders (CLD), and Motor/ Sensory Disorders will be presented as well as the complexities and challenges of co-occurring disorders and differential diagnosis. Pertinent screening and diagnostic tools and strategies will be introduced as well as Neuroscience-based approaches to establish favorable learning and clinical environments to support neurodiverse students' optimal achievement.

SCP 6010 School Psychology Practice IV (0 credits) Prerequisite: SCP 6000

The student will attend this practicum to acquire assessment skills based on comprehensive evaluation through the process of case formulation, select assessment technics, the administration and scoring of different tests, and the interpretation and discussion of results with parents and children. Multiple exercises will be performed by the student in the process of developing solid and coherent assessment competencies. The students will also share their experiences and will learn how to integrate the skills learned in class to the work being done with children, adolescents, and parents.

SCP 7180 Psychopharmacology for School Psychologists (2 credits)

The initial portion of this course introduces pharmacodynamics and pharmacokinetics. Following this initial presentation, the course explores the main neurotransmitter systems of the brain and the role these play on normal and abnormal behavior. The remainder of the course focuses on the basic pharmacological properties and clinical actions of the main psychotropic medication including. Also, will discuss the common medication for psychological and neurodevelopmental disorders in childhood and adolescence.

SCP 7220 Program Development (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 related to the school environment. 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 need or interest. The student will be exposed to modern organizational, leadership theories, home-school collaboration with other members of an interdisciplinary team, to conduct assessments to determine services for the school community. 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 project, according to the format of the program development to be provided.

SCP 7000 School Psychology Internship (1,200 hrs.)

The School Psychology Internship is the ultimate experience for school psychology students. The internship aims to enable the student to apply and integrate practical knowledge based on the National Association of School Psychologists (NASP) domains in the school setting. Students will complete a 1,200-hour internship, of which 600 hours must be in an educational setting under the direction of an experienced and licensed school psychologist.

SCP 7690 Group Therapy in School Setting (2 credits)

The course explores the different evidence-based group interventions that are appropriate for children, adolescents, and parents in the school setting. It deepens in offering successful group interventions for children, adolescents and parents from recruitment, planning, organization, and establishment of the group. The course elaborates on the obstacles that may occur from behavior management of participants to resistance to group processes, rules, and expectations and how to address them. The course is intended to identify the phases of group interventions in schools and how to engage group members so that there is progress in the behaviors or situations that needed to be worked on and to gather information to make decisions based on the data that guide the school psychologist to the appropriate completion of group work. The discussion of the topics focuses on the importance, roles, and functions of school psychologists in group interventions.

Electives

NSL 0502 Sensory and Sensory-Motor Development: Implications for Assessment and Teaching (2 credits)

This course will focus on the study of the diverse psychological systems that allow the human being to gather information/knowledge from his/her internal and external world. The psychology of sensation, perception, cognition, psycholinguistic and information processing provides the

experimental and theoretical background to the study of the following topics: attention, thinking, problem solving, language and memory.

NSL 0601 Brain-Based Learning (3 credits)

This course will introduce the student to the confluence of knowledge where the area of Neuroscience of Learning was born from. Along the course, the student will be able to delve into the basic principles that govern this emerging field of knowledge. Furthermore, learners will be taught how to create brain-based environments in the classroom and will experience how to transfer the knowledge from the theory to the practice in a meaningful manner. Concrete techniques for teaching and learning developed from brain-based learning theories will also be examined.

SCP 8390 Child Maltreatment and Sexual Abuse (2 credits)

The course aims to expose students to the various types of child abuse typified in Law 246 of 2011 known as Ley para la Seguridad, Bienestar y Protección de Menores, and the processes of identification, evaluation, intervention, and prevention. Child abuse is a public health dilemma that needs to be addressed from various perspectives, specialties, and intervention models. Emphasis will be placed on the roles of the school psychologist as a consultant, evaluator, researcher, administrative staff, therapist, and educator. Active participation in public policy issues that impact children and youth in Puerto Rico will be promoted. Several models will be studied to understand the responses to trauma as a consequence of abuse. Also, students will explore ways to identify, prevent, evaluate, and address trauma in schools and learn crisis intervention techniques.

SCP 8650 autism spectrum disorders (2 credits)

The student will be able to understand the basis of autism spectrum disorders (ASD). This course integrates the history, diagnostic criteria, classification, contemporary theories of neurodevelopmental processes, current knowledge about its neurobiology and pathogenesis, evaluation methods and instruments, and intervention models. Didactic and practical approaches are used to integrate the information. The information to be presented is based on the scope of current research and evidence-based models on interventions.

SCP 5410 General Principles of 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-V-TR “V” codes, of the DSM V-TR culture-bound syndromes (e.g., nervous breakdown) and of the milder forms of psychological dysfunction. Students will be introduced to the ICD-10 system.

Professional Certificate in Family and Couples Therapy

Programs Description

This certificate program provides training in family and couple’s therapy. It is designed to enhance the assessment, intervention, and consultation skills of professionals from the behavioral sciences, medicine and other health sciences holding at least a master’s degree and professional license. Graduate students in a psychology doctoral program are allowed to register in the program.

Program Goals

The primary goals of the Certificate Program in Family and Couples Therapy are:

1. To develop or enhance the competencies of licensed mental health or health professionals in therapeutic interventions with couples and families.
2. To develop or enhance the competencies of licensed mental health or health professionals in the knowledge of systemic interventions and in the cultural, ethical, and legal implications of couples and family therapy practice.

Admissions Requirements

1. Master’s in art, Master in Science or MD degree from an institution of higher education
2. Professional License or registered in a Professional Psychology doctoral program.
3. Interview with program faculty.
4. Submit the following documents:
 - a. Official transcript with Degree conferred.
 - b. Copy of professional license.
 - c. Two letters of recommendation written by individuals familiar with the applicant’s professional work and skills, using the format accompanying the application form.
 - d. Certificate of No Penal Record

- e. Application processing fee, non-refundable
- f. CV/Resume

Graduate students in Clinical, Counseling, School Psychology, Social Work or Professional Psychology, may be admitted if they:

- a. Provide evidence of one year of clinical practicum experience.
- b. Have at least two credits in Family Therapy
- c. Sign an understanding stating that the Certificate will only be provided after completing their graduate program and submitting a copy of their professional license.

The Program Director and faculty members select ideal candidates for admissions. Candidates demonstrating high involvement or interest in the field of couples and family therapy who evidence mental and personal maturity and the sensitivity to the psychosocial needs of others are prime candidates for admissions. In evaluating the applicants, emphasis is placed upon the following:

- a. Potential to work with individuals, analytical skills and understanding of ethical standards of the profession.
- b. Motivation and emotional stability
- c. Letters of recommendation (see previous description)
- d. Interview with faculty member

Upon acceptance, all students are required to submit the following:

- a. Written confirmation of acceptance
- b. Non-refundable deposit of \$100.00 to secure the seat in the entering class.

Other documents will be notified as pertinent.

Degree Granted

Professional Certificate in Family and Couples Therapy

Graduation Requirements

- Satisfactory completion of courses (21 credits)
- Satisfactory completion of 100 hours of supervised practice

Grading System

Letter	Grade
P	Pass (100% – 70%)
NP	Not Pass (Less than 70%)
E	Extended

I	Incomplete
IP	In Progress
W	Withdrawal
AW	Administrative Withdrawal
NG	No-Grade Reported (under special circumstances)

Satisfactory Academic Progress

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.

This policy applies to all students enrolled in the Professional Certificate Program in Family and Couples Therapy at Ponce Health Sciences University (PHSU).

General Requirements

1. Time Frame for completion of the Program

A Student will be allowed a maximum time frame of one year of enrollment beyond the standard required for the completion of the program (one year)

Program	Standard	Maximum
Professional Certificate in Family and Couples Therapy	1 year	2 years

2. Completion of Program Requirements

a. Course Requirement

Students must complete all courses within the established time frame. The Program requires a total of 21 credits and 100 hours of clinical practice.

b. Performance Requirement

A student must complete each trimester with a Passing (P) grade.

c. Professional Behavior Requirement

The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University

Grade Requirement

In order to graduate, the student should complete all program requirements. An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the “I” (Incomplete) in agreement with the professor and must be removed

by the incomplete removal date of the following academic session. For detailed information about the institutional policy, refer to the Institutional Catalog.

Financial Aid Eligibility

A student failing to meet the program requirements will be dismissed. Students notified that they are to be dismissed from program, have the right to appeal the case in writing to the University President within five working days after receiving the notification.

The Appeal or Due Process for Dismissal

Students who are notified by the Program's Academic Dean a decision of the Students Promotion Committee that he/she must repeat failed courses during the next academic year or to be dismissed from the program, have the right to appeal the decision within five (5) working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will appeal in writing to the Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. After the meeting, the SPC has 48 hours to submit its decision to the Program's Academic Dean, who will notify the decision to the student.

If the SPC sustains the adverse decision, the student has the right to appeal to the Dean of Behavioral and Brain Sciences (SBBS). The appeal must be submitted in writing within seven working days of receiving the notification. The SBBS' Dean will evaluate the appeal and the student's academic record. The SBBS' Dean can appoint a three-member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Dean is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. After the meeting, the Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the SBBS' Dean. 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. The decision made by the Dean of the SBBS is final.

The same process described above will be followed in the case that the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. The SBBS' Dean, or the Vice President for Student Affairs will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

If an adverse decision is made due to non-academic reasons and the SBBS's Dean sustains the decision after the appeal process, the student may appeal to the Vice President for Academic Affairs. Any additional appeal should be submitted to the PHSU President.

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.

Enforcement

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

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition and fees 2023-2024.pdf \(psm.edu\)](#)
ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

*Ponce Health Sciences University reserves the right to increase the tuition or other fees as deemed necessary.

Curriculum

Trimester I

Code	Course Title	Credits
TFP 900	From the Individual to the System: Introduction to Systemic Thinking	3
TFP 901	Theories and Methods of Family and Couples Therapy	3
TFP 902	Legal and Ethical Issues in Family and Couples Therapy	1

Trimester II

Code	Course Title	Credits
TFP 903	Families and Couples in Transition and Distress	4
TFP 905*	Methods of Intervention and Practice in Family and Couples Therapy I	5

Trimester III

Code	Course Title	Credits
TFP 906*	Methods of Intervention and Practice in Family and Couples Therapy II	5

* Requires 50 hours of practice

Course Descriptions

TFP 900-From the individual to the system: Introduction to systemic thinking (3 credits)

This course provides an in-depth examination of systemic thinking and the theories fundamental to the discipline of family therapy.

TFP 901-Theories and methods of family and couples therapy (3 credits)

This course presents an overview of the major models of family and couples therapy and discussions of the assessment methods of each model. The students will critically analyze the applicability of the models within the Puerto Rican and Latino American contexts. The student will analyze his/her own development within his/her family context.

TFP 902- Legal and ethical issues in family and couples therapy (1 credit)

Exploration and discussions of ethical, legal, and professional issues involved in working with families and couples. The course examines laws, rules, and legal decisions relevant to families (e.g., child abuse, domestic violence). Discusses the role of the family therapist in legal courts and the basic principles for writing reports.

TFP 903- Families and couples in transition and distress (4 credits)

Discussion and analysis of social problems in the cultural/family context and their interactions. Study the particulars of non- traditional families such as stepfamilies and gay families. Exploration of the impact upon families of situations such as violence, addictions, losses, mental diseases, eating disorders, poverty, and discrimination. Study and assessment of the appropriate systemic interventions to treat each condition. Discussion and analysis of common problems in couples' relationships such as separation, divorce, sexuality, infidelity, communication problems and others. It studies some appropriate interventions for each situation.

TFP 905-Methods of intervention and practice in family and couples therapy I (5 credits)

In addition to requiring 50 hours of direct clinical practice with families and couples, this course includes a didactic component with emphasis on case presentations and intervention methods. Students assist families and couples in the dead and receive live supervision through the one-way mirror.

TFP 906-Methods of intervention and practice in family and couples therapy II (5 credits)

This second course requires 50 hours of supervised clinical practice and includes a didactic component centered around the discussion of clinical cases. In this course students work individually with families and couples and receive live supervision.

Postgraduate Certificate in Neuroscience of Learning

Program Description

This certificate program trains teachers and professors to comprehend and use principles of neuroscience and neuropsychology in their work with students and for implementing learning environments based upon these principles. This includes specific instruction to teach children with learning disabilities and neurodevelopmental disorders such as Autism, Asperger, Attention Deficit Disorder and Mental Retardation.

The program also addresses the needs of Psychologists and other school personnel interested in developing advanced and extended knowledge on the application of neuroscience of learning principles to their clinical work with children. Psychologist accepted to the program with a solid background on the biological bases of behavior may directly register in an elective NSL 0503 Pediatric Neuropsychological Assessment course providing advanced assessment competencies in school and clinical settings.

Program Goals

The main goal of this postgraduate certificate is to bridge neuroscience with education to improve both the delivery (through teachers) and reception (through students) of information in academic settings based upon these principles.

Admissions Requirements

- Official Transcript of credits with certification of completion of a Bachelor's Degree in Education, or in one of the Behavioral Sciences (no knowledge or experience in neuroscience is required).
- Applications from candidates from other academic backgrounds that possess the Teacher Certification from the Educational Department of Puerto Rico will also be considered.
- Alternative Entry: the admission committee of the certificate, under certain circumstances and subject to specific conditions, will consider other potential candidates who can show evidence of fitness for candidature.
- Minimal GPA of 3.0 on a 4.00 scale.
- Interview with members of the Admissions Committee.
- Two letters of recommendation; at least one from former professors or supervisors from graduate programs
- Application Fee (non-refundable)
- Negative Certificate of Penal Record/ Background check

Students admitted to the postgraduate certificate must submit the following documents:

- Admissions Acceptance Reply Form
- Technical Standards

How to Apply

Applicants must submit the following documents:

1. Official transcript from degree conferred.
2. Two letters of recommendation written by individuals familiar with the applicant's professional work and skills, using the format accompanying the application form.
3. Certificate of No Penal Record/Background check
4. Application Processing Fee

The Application Form is available at www.psm.edu. Please mail the application form and required documents to:

Ponce Health Sciences University
Postgraduate Certificate in Neuroscience of Learning
Admissions Office
PO Box 7004
Ponce PR 00732-7004

Graduation Requirements

1. Students must complete all courses within the established time frame. The Program requires a total of 18 credits including 15 laboratory hours.
2. Students should complete all requirements and pass every course.
3. The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University.

Grading System

Letter	Grade
P	Pass (100% – 70%)
NP	Not Pass (Less than 70%)
E	Extended
I	Incomplete
IP	In Progress
W	Withdrawal
AW	Administrative Withdrawal
NG	No-Grade Reported (under special circumstances)

Satisfactory Academic Progress

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.

This policy applies to all Students enrolled in the Postgraduate Certificate in Neuroscience of Learning at Ponce Health Sciences University.

General Requirements

1. Time Frame for completion of the Academic Program

A Neuroscience of Learning Student will be allowed a maximum time frame of two years of enrollment beyond the standard required for the completion of the program (one year). 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.

Program	Standard	Maximum
Neuroscience of Learning	1 years	3 years

1. Completion of Program Requirements

a. *Course Requirement*

Students must complete all courses within the established time frame. The Program requires a total of 18 credits.

b. *Performance Requirement*

A student must Pass each course, each semester. Any student failing to meet this standard of performance will be referred to the Students Promotion Committee.

c. *Professional Behavior Requirement*

The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University.

Grade Requirement

To graduate, the student should complete all courses with a grade of PASS. Satisfactory Academic Progress is required for financial aid eligibility.

1. Grades of "P" (Pass) or "NP" (No Pass) are applicable to this Program. A grade of "NP" requires repetition. In case of a second "NP", the student will be referred to the Students Promotion Committee with a recommendation for dismissal.

2. An Incomplete Grade will only be allowed under very special circumstances as determined by the professor. The student must remove the “I” (Incomplete) in agreement with the professor and must be removed by the incomplete removal date of the following academic session. For detailed information about the institutional policy, refer to the institutional catalog.

Appeal Process for Academic Affairs

Students who are notified by the Program’s Academic Dean a decision of the Students Promotion Committee that he/she must repeat failed courses during the next academic year or to be dismissed from the program, have the right to appeal the decision within five working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will appeal in writing to the Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. After the meeting, the SPC has 48 hours to submit its decision to the Program’s Academic Dean, who will notify the decision to the student.

If the SPC sustains the adverse decision, the student has the right to appeal to the Dean of Behavioral and Brain Sciences (SBBS). The appeal must be submitted in writing within seven working days of receiving the notification. The SBBS’ Dean will evaluate the appeal and the student’s academic record. The SBBS’ Dean can appoint a three-member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Dean is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. After the meeting, the Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the SBBS’ Dean. 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. The decision made by the Dean of the SBBS is final.

The same process described above will be followed in the case that the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. The SBBS’ Academic Dean, the SBBS’ or the VP for Student Affairs will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

In the event that an adverse decision is made due to non-academic reasons and the SBBS's Dean sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affairs. Any additional appeal should be submitted to the PHSU President.

Financial Aid Eligibility

Financial Aid eligibility is contingent upon satisfactory academic progress. Please refer to the institutional policy on Satisfactory Academic Progress published by the Office of Financial Aid.

Enforcement

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

The President, Vice President for Academic Affairs, and the Vice President for Student Affairs, as well as the Dean of SBBS, the Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policy here set forth.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition and fees 2023-2024.pdf \(psm.edu\)](#)

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

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Curriculum

Code	Course Title	Credits
NSL 0501	Principles of Neuroscience and Neuroanatomy	3
NSL 0502	Sensory and Sensory-Motor development: Implications for assessment and teaching	2
NSL 0511	Principles of Cognitive Neuroscience, Cognitive Neuropsychology & Neuroeducation	2
NSL 0512	Theoretical models of learning	1
NSL 0601	Brain-Based Learning	3
NSL 0602	Neuropsychology of Learning Disorders: A Pragmatic Approach	2
NSL 0611	Design and Administration of Neuroscience-Based Learning Environments	2
NSL 0612	Neurodevelopmental Alterations: Learning and Behavioral Manifestations.	2

Elective Course:

The student will choose one of the following courses:

- NSL 0503 Pediatric Neuropsychological Assessment- 1 credit.
- NSL 0603_New Challenges for Learning: Growing up in the Age of Electronic Media- 1 credit.

Course Descriptions

NSL 0501 Principles of Neuroscience and Neuroanatomy Laboratory

Starting with a general exploration of the intrauterine development of the neural tube and neural crest cells, the course explores the anatomical and physiological foundation of the nervous system within a developmental context. It provides a general overview of the neural and chemical basis of behavior. The lectures will mostly address normal neurological development and functioning but will refer 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 explored. In addition, the neural basis of learning will be examined in detail.

The anatomy laboratory will be integrated with the class lectures for further understanding of the neuroanatomical correlates of learning. By the end of the course the student should be able to identify the most significant brain structures. Exposure to these laboratory sessions will enhance students' understanding of complex theoretical information such as the neurophysiology of learning.

NSL 0502 Sensory and Sensory-Motor development: Implications for assessment and teaching

The study of the diverse psychological systems that allow the human being to gather information/knowledge from his/her internal and external world is the focus of this course. The psychology of sensation, perception, cognition, psycholinguistic and information processing provides the experimental and theoretical background to the study of the following topics: attention, thinking, problem solving, language and memory.

NSL 0503 Pediatric Neuropsychological Assessment

The course will introduce students to the field of Pediatric Neuropsychology from a theoretical, scientific, and clinical perspective. Students will utilize the information learned to engage in case analysis and to determine the type of diagnostic tool that best serves to the understanding of the child's condition. The NEPSY battery and other neuropsychological instruments will be taught through the course. Testing profile of the most common neuropsychological conditions found in children and adolescents will be presented. Students will perform at least one battery of test and will be able to present their case for feedback from the professor and from peers.

NSL 0511 Principles of Neuroeducation, Cognitive Neuropsychology & Cognitive Neuroscience

This seminar-like course will focus on the integration of two major fields of neurosciences, human neuropsychology, and cognitive neuroscience, with the recently emerging field of neuroeducation. The component of human neuropsychology focuses on the understanding of mental processes in human beings, with an emphasis on the examination of brain trauma results. On the other hand, the cognitive neuroscience component will provide a general overview of how mental functions are linked to neural processes. The area of neuroeducation brings to this course the integrative junction of knowledge coming from cognitive neuropsychology and cognitive neurosciences as they impact the field of education. Through discussions of up-to-date research papers and selecting readings this class will integrate knowledge of three constantly evolving fields.

NSL 0512 Theoretical models of learning

This course will focus on the main tenets of Human learning and cognitive processes. It will provide a brief chronological overview of the development of learning theories until their integration with neurosciences. However, the main target of this course is to introduce students to the differentiation of significant versus mechanic learning within the learning process. Major theories and aspects concerning the learning process and their implications for the instructional process will also be examined.

NSL 0601 Brain-Based Learning

This course will introduce the student to the confluence of knowledge where the area of Neuroscience of Learning was born from. Along the course the student will be able to delve into the basic principles that govern this emerging field of knowledge. Furthermore, learners will be taught how to create brain-based environments in the classroom and will experience how to transfer the knowledge from the theory to the practice in a meaningful manner. Concrete techniques for teaching and learning developed from brain-based learning theories will also be examined.

NSL 0602 Neuropsychology of Learning Disorders: A Pragmatic Approach

This course will focus on introducing the student to specific techniques supported by neuroscientific findings to work with people living with learning disorders. Although a general overview of different disorders will be offered lectures will be centered on the following disorders: Mental Retardation, Reading Disorder, Disorder of Written Expression and Mathematics Disorder. In addition, special attention will be dedicated to how to establish brain-based environments for people with learning disorders.

NSL 0603 New Challenges for Learning: Growing up in the Age of Electronic Media

This course will focus on the roles of popular media in learning and cognitive processes. There is an influence of media in learning and a certain urgency to study the relationship between both. In order to understand this potential relationship, we need to examine the theories, research, designs and models associated with the behavioral roots of the cognitive process. The use and influence of technology and media like the internet, social media, cell phones, eBooks, tablets, etc. represent a new way of active learning and a challenge for our traditional learning approach. However, the main target of this course is to introduce students to the fundamentals of this new active learning and analyze it in terms of a cognitively relevant frame. We will focus on debates and issues raised by various media environments such as these related to young people's growth and learning.

NSL 0611 Design and administration of Neuroscience-Based learning environments

This course seeks to impact the field of pedagogy incorporating up to date research findings that show how to create enriching environments for learning. Special attention will be dedicated to the process of syllabi development and to the inclusion of brain-compatible strategies for the different subjects at school. New evidence-based assessment techniques will be suggested as well. The long-term goal is ultimately impacting school's curriculums, the perception of pedagogy and the delivery of education in our contemporary society.

NSL 0612 Neurodevelopmental alterations: genetic, metabolic, morphological, and perinatal factors and its manifestations through learning and behavior

This course will focus on introducing the student to the etiology, prevalence, and prognosis of developmental disorders from genetic, metabolic, and morphological perspectives. Although a general overview of different disorders will be offered lectures will be centered on the following disorders: Mental Retardation, Attention Deficit Disorder and Autistic Spectrum. In addition, the manifestations of developmental alterations through learning and behavior will be revised. Tools to establish favorable environments for learning for people.

Master of Public Health

Program Description

The MPH Program was established in response to the needs of our society. It provides a multidisciplinary program through education, research, and community service to develop the skills of a public health professional necessary for the protection of health and prevention of disease of individuals and communities. Students will be well prepared to improve the challenges of our health care such as improving the access of people suffering contagious diseases and work to reduce environmental hazards such as violence, drug use and abuse, accidents, etc.

PHSU will consider candidates for the MPH Program from different walks of life such as schoolteachers, news reporters, researchers, lawyers, physicians, health professionals and others.

The Public Health Professionals will be able to work for the government, for private institutions and/or for local or international companies which provide services to the community. These professionals face the challenge of protecting the public health of the present population and of future generations.

To accomplish this, PHSU has developed a 55-credits curriculum that will expose students to the basic concepts in public health, research, and fieldwork experiences. Four tracks are offered: Epidemiology, Environmental, General, and International Health with the MPH first year core courses being common to all tracks.

General Public Health

Science studies how to protect and improve the health in communities through education and by promoting healthy lifestyles. It is in charge of developing public policies, educational programs and services to avoid those public threats.

Epidemiology

The study of the relationships between the various factors that determine the frequency and distribution of diseases in human (and other animal population), the risks to contract them, the human susceptibility and how to prevent new incidences.

Environmental

Relates to the air we breathe, water we drink and other complex environmental factors. These risks may cause sicknesses such as asthma, cancer, food poisoning, etc. It studies the impact the environment has on our health.

International Health

It focuses on the problems and needs of public health in industrialized and underdeveloped countries. Is science that studies how to work with the different levels of public health crises worldwide, identify and analyze collaborations between countries, learn and apply international regulations to address the main health problems worldwide.

The program shall have a clearly formulated and publicly stated mission with supporting goals, objectives, and values.

Mission

The mission of the Public Health program at PHSU is to educate professionals and public health practitioners in the needed knowledge, skills, attitudes, and behaviors to be able to provide high quality public health services and to promote and protect the health of diverse populations in the globalized world. This will be accomplished through an innovative, dynamic, responsive public health curriculum while preparing to be ethical competent professional, public health practitioners and researchers.

Vision

The PHSU Public Health Program commits and aspires to be a leader in preparing excellent public health professionals and investigators to be competent in public health knowledge, skills, attitudes, and behaviors to improve the health of communities and populations locally and across the world.

Public Health Program: Core Values of The Public Health Program.

The following core values enlighten the institutional environment and guide us in the fulfillment of our mission and goals:

- Integrity
- Respect
- Diversity
- Service
- Evidence-based public health
- Population perspective
- Community empowerment
- Balance in competing priorities

Integrity

We value honesty, ethical, and transparent practices and determine to have integrity in everything that we do.

Respect

We value the protection of the individual and collective rights and promote the respect for social and cultural differences that distinguish human beings, as fundamental aspects of those rights and respect them as essential to achieving “Health for all”.

Diversity

We value diverse perspectives and the unique contributions that result from diversity, and promote caring, support, confidence, compassion, camaraderie and a “can do” attitude.

Service

We highly value the use of our health expertise and academic abilities, capabilities, and resources in service to our students and the whole community.

Evidence Based

We value evidence as a sound basis for the development, implementation, and evaluation of effective programs and policies in public health. This evidence base is accomplished through the application of the principles of scientific reasoning, including systematic use of data and information systems, behavioral science theory and program planning models to build effective public health programs and policies.

Population Perspective

We value integrating a population perspective into all our research, service, and teaching; the collective or “public good” takes priority over the individual good.

Community Empowerment

We value community empowerment, which enables communities to increase control over their lives in their understanding of health and ability to protect their health and seek appropriate care.

Balance

In Public Health there are many competing “goods”. We value the careful assessment of these competing goods and strive to balance the alternatives to derive the best for most people.

Program Goals

The Master in Public Health Program Goals are:

Goal 1: Provide research experiences based in public health ethical standards that address the personal and social determinants of health with the purpose of developing and building healthy communities.

Goal 2: Create an academic environment in which students are supported as they attain the knowledge, skills, and competencies of the public health profession.

Goal 3: Encourage and promote public health education within the framework of ethical, social, justice, and professional standards.

Goal 4: Engage with communities, government, and private sectors to reduce social inequities through health promotion and diseases prevention programs.

Admissions Requirements

Ponce Health Sciences University encourages its applicants to seek the broadest education available prior to their training in Public Health.

In evaluating the applicants, emphasis is placed upon integrity, character, academic achievements, motivation, emotional stability, GRE, EXADEP or MCAT scores, evidence of health

care-related experience, interview reports, letters of recommendation and other information provided by the applicant. The applicant must:

a. Have a bachelor's degree from a college level institution accredited by the Council of Postsecondary Institutions of Puerto Rico by a US Department of Education recognized accrediting organization.

b. Have the following prerequisite courses and credits:

Course Title	Credits
General Sciences	6
Social Sciences	6
Behavioral Sciences	3
College/ University Mathematics	3

c. Have a minimum overall GPA of 2.75 for admission.

d. Official Entrance Exam: GRE, PCAT, DAT, or MCAT scores (no more than five years old)

e. Submit the following documents:

a. Official transcript from undergraduate degree conferred.

b. Curriculum Vitae

c. Personal Statement: Why do you want to continue your studies with a degree in public health?

d. Experience: Volunteer/ Shadowing/ Research/ Publications/ Previous Work

e. Attend an Interview.

f. Two letters of recommendation

i. One of the letters of recommendation should provide input from people in responsible positions who can comment on your academic, employment or volunteer performance, character, and interest. For undergraduates this often means professors, academic advisors, or employer.

ii. The other letter must be of someone who is able to assess your advocacy experience. Letters from people that really know you, rather than from people who have impressive titles, are the most valuable. All of them should be written using the format accompanying the application form.

g. Certificate of No Penal Record (Criminal Background Check)

h. Application fee, non-refundable

f. Additional Requirements for International Health

a. Have a bachelor's degree from a college level institution accredited by the Council of Postsecondary Institutions of Puerto Rico by a US Department of Education recognized accrediting organization or its equivalent in other countries.

- b. Have a minimum overall GPA of 2.75 on a scale of 4.00 and/or its equivalent in your country of origin.
 - c. Official transcript of credits
 - d. Attend an Interview.
- e. Two letters of recommendation
 - One of the letters of recommendation should provide input from people in responsible positions who can comment on your academic, employment or volunteer performance, character, and interest. For undergraduates this often means professors, academic advisors, or employer.
 - The other letter must be of someone who is able to assess your advocacy experience. Letters from people that really know you, rather than from people who have impressive titles, are the most valuable. All of them should be written using the format accompanying the application form.
- f. Personal Statement: Why do you want to continue your studies with a degree in public health?

Selection Criteria

The Admissions Committee selects the best candidates. The Committee looks for accepting students of integrity and maturity that show concern for others, leadership potential, character. In evaluating the applicants, emphasis is placed upon the following:

1. Potential to work with individuals, analytical skills and understanding of ethical standards of the profession.
2. Experience in volunteer, Shadowing/ Research/ Publications/ Previous Work.
3. Academic achievement (GRE, PCAT, DAT, or MCAT scores)
4. Motivation and emotional stability
5. Letters of recommendation (see previous description)
6. Interview
7. Curriculum Vitae
8. Writing skills sample - will be documented in the interview.

Upon acceptance, all students are required to submit the following:

1. Written confirmation of acceptance
2. Deposit of \$100.00 to secure your seat in the entering class.
3. Evidence of up-to-date immunization Hepatitis B.

Other documents will be notified as pertinent.

How to Apply

Deadline to submit a complete application is May 30.

The Application for Admission to the Master in Public Health Program can be obtained personally at our Admissions' Office

Graduation Requirements

The Master of Public Health is an evening program and Internal Health master is an online program that lasts two academic years of three quarters per year and one summer quarter. To receive the degree of Master of Public Health (MPH), every student must fulfill the following requirements:

1. Satisfactorily complete the assigned curriculum requirements for the degree, with a GPA of 3.00 on a four-point grading scale:

MPH EPIDEMIOLOGY CURRICULUM DESIGN

Requirements	Number of Credits
Required	46
Elective Courses	7
Applied Practice Experiences Ape (Summer Session)	2
Integrative Learning Experience – Ile (Comprehensive Exam)	0
Seminars	0
TOTAL	55

MPH ENVIRONMENTAL HEALTH CURRICULUM DESIGN

Requirements	Number of Credits
Required	48
Elective Courses	5
Applied Practice Experiences Ape (Summer Session)	2
Integrative Learning Experience – Ile (Comprehensive Exam)	0
Seminars	0
TOTAL	55

MPH GENERAL CURRICULUM DESIGN

Requirements	Number of Credits
Required	48
Elective Courses	5
Applied Practice Experiences Ape (Summer Session)	2

Integrative Learning Experience – Ile (Comprehensive Exam)	0
Seminars	0
TOTAL	55

MPH INTERNATIONAL HEALTH

Requirements	Number of Credits
Required	48
Elective Courses	5
Applied Practice Experiences Ape (Summer Session)	2
Integrative Learning Experience – Ile (Comprehensive Exam)	0
Seminars	0
TOTAL	55

2. Demonstrate a behavior acceptable to academic faculty and supervisors.
3. Satisfactorily meet all financial and library obligations.
4. Attend in person the rehearsal and commencement program at which time the degree is awarded.

Grading System

All courses and grades obtained will appear on the student's academic record, including elective courses taken at other institutions.

All departments establish evaluation criteria for the successful completion of courses taught by the department. These criteria are made available to the students at the beginning of the course.

It indicates the number of examinations, quizzes, laboratory exercises, grading procedures and practical tests with their weight. The grading system for graduate students is as follows:

Grading System	Grade
A	90-100
B	80-89
C	70-79
F	Below 70
I	Incomplete
P	Pass
W	Withdrawal
NG	No-Grade Reported (under special circumstances)

Satisfactory Academic Progress

Introduction

A Satisfactory Academic Progress (SAP) has been established to ensure that the Master in Public Health (MPH) students complete the academic program within the acceptable time frame and with the expected quality of performance. This policy also ensures that the student financial aid requirements set forth by federal regulations have been met. The coordinators should evaluate a student's academic progress at the end of each quarter. This document will be revised when the institutional catalog is updated, or before that if necessary.

Scope

This policy applies to all MPH students enrolled at Ponce Health Sciences University (PHSU).

General Requirements

A. Time Frame for Completion of the Academic Program:

A student will have a time frame for completion of the MPH degree of two (2) years. In some cases, after the academic advising of the track coordinator and authorization of the Public Health Program Associate Dean, the student will be allowed to enroll for another two (2) years beyond the established time frame, for a total maximum time frame of four (4) years.

The total of 55 credits for completion of a degree include those graduate courses accredited on admission to the Program.

Student Status (Full time, Part time)

A student with six or more credits per semester/quarters will be considered a full-time student. A student with three to five credits per semester/quarters will be considered a half-time student and a student with less 3 credits will be considered a less than half time student.

A student should be enrolled on at least 3 credits to be eligible for financial aid.

B. Completion of the MPH Requirements

Students must complete all courses within the established time frame (minimum of 2, maximum of 4 years). The Program requires a minimum of 55 credits.

A. At the Student Promotion Committee (SPC) level

- A student must complete each academic year with a minimum grade point average of 3.00 (in a 4.0 scale grade). Any student failing to meet 3.00-point GPA standard of performance at the end of the academic year will be:
- Referred by the Public Health Program (PHP) Associate Dean to the SPC for the following classification and/or remedial actions below:
- Placed on probation and referred by the PHP Associate Dean to the PHSU Student Promotion Committee (PHSU-SPC).

- Will be sent to academic counseling for all or some of the following actions recommended by the track coordinator:
- Could be provided with a special enrollment with a decreased academic load,
- Could be provided with individual tutoring in the specific field.
- Failing to the remedial actions consecutively at the SPC level, he/she will be referred by the PHP Associate Dean to the SPC for his/her dismissal.

B. At the Public Health Program (PHP) level:

i. Required Courses:

- A student that failed (obtaining less than B) at any Required course at the end of any quarters:
- Will be referred by the PHP Track Coordinator for the following classification and/or remedial actions below:
- Repeat the course when available (only one opportunity will be provided), this is mandatory and not replaceable.
- Should obtain A or B when repeated.
- Will be sent to academic counseling for all or some of the following actions recommended by the track coordinator:
 - Could be provided with a special enrollment with a decreased academic load.
 - Could be provided with individual tutoring in the specific field.
 - Failing to the remedial actions consecutively at the SPC level, he/she will be referred by the PHP Associate Dean to the SPC for his/her dismissal.

ii Elective Courses:

- A student that failed (obtaining less than C) at any Elective course at the end of any quarters:
- Will be referred by the PHP Track Coordinator for the following classification and/or remedial actions below:
- Repeat the course when available (only one opportunity will be provided). (This is mandatory and not replaceable)
- Only a maximum of 2 electives courses could be repeated.
- Should obtain A or B when repeated. ü Will be sent to academic counseling for all or some of the following actions recommended by the track coordinator:
- Could be provided with a special enrollment with a decreased academic load,
- Could be provided with individual tutoring in the specific field.
- Failing to the remedial actions consecutively at the SPC level, he/she will be referred by the PHP Associate Dean to the SPC for his/her dismissal.

Integrative Learning Experience (ILE) Grading Requirement

The Integrative Learning Experience is graded on a Pass/Not Passed basis. All students must take and pass the overall Comprehensive Exam with a grade of 80% or better. Students who pass the overall exam and who complete all MPH requirements will receive the conferral of the degree at the end of the term in which the exam and all graduation requirements are completed. Students who do not pass the first opportunity of the Comprehensive Exam have the opportunity for one retake, within the same quarter. This retake may contain different questions than the first Comprehensive Exam. Only one retake will be offered in the same quarter.

Students who obtain less than 80% of the overall exam in the retake will not pass the course. Students will not be able to graduate with a No Pass on their transcript for this class and will be referred to the Student Promotions Committee. Depending on the recommendation of the Student Promotions Committee, students may need to register again in MPH 7910- Comprehensive Exam during the next time it is offered, and it would be the final opportunity for a retake. This final opportunity may contain different questions than the previous exams. If the student needs to re-register in MPH 7910, he/she will have to verify with the Financial Aid Office his/her eligibility for funds and any special conditions that may apply.

Applied Practical Experience (APE) Grading Requirement

To graduate, the student must complete an Applied Practical Experience (APE) course, MPH 7850, consisting of 100 hours at a public health site.

- The grading for the MPH 7850 (APE) is Pass (P) or No-Pass (NP). Obtaining NP at MPH 7850 (APE) will require you to repeat and/or retake the course(s) when available.
- If the student fails again to Pass the course, he/she will be referred to the PHSU SPC.
- The MPH 7850 course-passing grade is independent of the 3.00 GPA average criteria.
- 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 quarter or it will be replaced by the grade of "F". The "I" (Incomplete) grades are part of the academic record as are the final grades.

Cross Registration Courses Policy

Graduate courses not offered at PHSU could be taken at other institutions only with permission and approval of the MPH Track Coordinator, Associate Dean for Public Health and the Vice President for Academic Affairs. See catalog information related to Cross Registration:

Cross Registration- Upon the approval of the Program Directors, students enrolled in a Program may take courses from another graduate Program at PHSU. The courses taken from the other Program must not be offered in their Program. A maximum of credit hours for cross registration is determined by the Program Director based on the maximum free elective courses in the

Program's curriculum. The student must be a regular student in his/her Program and in satisfactory academic progress to be able to benefit from cross registration. The process to be followed is:

1. Student must submit a written request to his/her Program Director with the intention with evidence of his/her status as regular student and satisfactory academic progress.
2. The Program Director will consult with the other Program Director to receive authorization.
3. The primary Program Director will submit a written request to the Vice President for Academic Affairs for approval or disapproval. If it is approved, a copy of the approval will be sent to the Registrar's and Financial Aid Office.
4. The Program Director will inform the student of the decision.

Reverse Dismissal

If the student obtained a reversed dismissal, after being sent to Promotions Committee he/she should comply with the program Satisfactory Academic Progress (SAP) for the approval of financial aid.

Professional Behavior Requirement (Honor Code)

The students should conduct themselves in accordance with the norms for professional conduct always set forth by the Ponce Health Science University. In case of unacceptable professional behavior, the corresponding Dean or the Program Chairperson will refer the case to the Promotions Committee. If the recommendation of the Student Promotion Committee is to dismiss the student, the student has the right to follow the appeal process.

In their pursuit for academic, personal, and professional excellence, students at the Ponce Health Sciences University have adopted this Honor Code. The principles of this Honor Code are intended to aid students in maintaining a high level of ethical conduct in concordance with the educational philosophy of our institution. These are standards to enable students to determine the propriety of their conduct in relation to peers, members of the faculty, administration, and patients.

Principles

- Students have the responsibility to uphold and maintain the highest degree of personal and professional integrity.
- Students are encouraged to seek appropriate counsel if deemed necessary.
- Ethical growth should coincide with academic growth among the student body.
- To evidence the need to combine personal honor with communal responsibility the following precepts are specifically, but not exclusively, expected to guide the conduct of each member of the Ponce Health Science University student body:

- i. Each student must work independently and honestly on all examinations.
- ii. Plagiarism is considered a major ethical offense and subject to reprimands and referrals to corresponding committees.
- iii. Each student will be trustful and dutiful in carrying out clinical and academic responsibilities.

The success of the Honor Code depends on the personal integrity, mutual trust, and cooperation of all members of the Ponce Health Sciences University community: students, faculty, and administration.

Commitment to Public Health Philosophy

It is expected that every student be committed to the betterment of our fellow human beings as exposed by the philosophy that governs the Public Health Profession.

Academic Probation and Financial Aid Eligibility

Any student failing to meet the grade requirement might be placed on academic probation for one quarter but will be eligible for financial aid. Students that fail to comply with grade requirements after the prescribed probation time will be referred to the Student Promotion Committee for dismissal from the program.

Appeal Process for Academic and Financial Aid Probation

Academic Issues

Students referred to the PHSU Student Promotion Committee (SPC) will have the opportunity to send a letter to be considered at the meeting with information and details related to this referral. The student also could request to have audience at the meeting with the PHSU-SPC for explaining his/her case.

Students notified that the PHSU Students Promotion Committee (SPC) decided to dismiss them from the MPH Program, or that he/she must repeat failed courses during the next academic year, will have the right to appeal the decision within five (5) working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will appeal in writing to the Public Health Students Promotion Committee (SPC). The letter should include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they would change their initial decision. The SPC has 48 hours to submit its decision to the Associate Dean for Public Health, who will notify the decision to the student.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and time set for the appealing meeting. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Vice President for Academic Affairs. The Vice President for Academic

Affairs 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. The decision made by the Vice President for Academic Affairs is final.

Unacceptable Professional Behavior

The Vice President for Academic Affairs or the Vice President for Student Affairs will refer the case to the PHSU SPC. If the recommendation of the SPC is to dismiss the student, the appeal process will include the appointment of an Ad Hoc committee to sustain or change the Vice President for Academic Affairs or the Vice President for Student Affairs decision. After this institutional instance, the student may appeal again to the Vice President for Academic Affairs. The Vice President for Academic Affairs decision is final.

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.

Leave of Absence Policy (LOA)

A student must request from the Registrar's office a LOA at least 30 days prior to the LOA commencement date, unless medical circumstances require immediate authorization (e.g., automobile accident). Personal or medical leave may be authorized when a student is experiencing compelling personal and medical circumstances that are temporarily affecting his/her academic progress. The students must submit a physician's note certifying the medical problem or reason. The total time of leave cannot exceed 180 days within a 12-month period. A student who fails to return after an authorized LOA will be academically withdrawn and an R2T4 calculation will be performed and subsequently an exit counseling instructional letter will be sent to the student. (Ponce Health Sciences University Student Policy Manual 2018-2020, p. 44).

Withdrawal Policy

A student that decides to withdraw from the school must submit a letter of resignation to the President stating their reasons for the withdrawal. Once the Dean has accepted the letter of resignation, the student shall proceed as follows:

1. The student must obtain a withdrawal form from the Registrar's Office and fill out the required information about academic program and courses.
2. The student must obtain clearance for withdrawal from the following:
 - a. Library: The Librarian must certify that the student does not have any outstanding debt or have any library materials checked out.
 - b. Finance Office: Must state that the student has no outstanding debts to the school before any other further step is taken.

c. Financial Aid Office: Students who have applied for or obtained any kind of financial aid or loan through the school must attend an exit interview and obtain the signature of the Director of Financial Aid.

d. Student Affairs or any other department prescribed at the Clearance form: Students must obtain the signature of each Director or Dean.

e. Registrar: After all signatures have been obtained, the Registrar will certify the student's withdrawal and make the proper entry in their records.

f. The student must settle all financial obligations with PHSU, or no transcripts or certifications will be issued.

g. The withdrawal is allowed until the last day of class (semester/quarters), before starting the final exams.

Enforcement

The President, the Vice President for Academic Affairs and the Vice President for Student Affairs, the Registrar and the Financial Aid Associate Director will receive all pertinent data to ensure proper enforcement of the policies set forth.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition and fees 2023-2024.pdf \(psm.edu\)](#)
ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

*Ponce Health Sciences University reserves the right to increase the tuition or other fees as deemed necessary.

Curriculum

MPH General Curriculum

First Year - COMMON TO ALL TRACKS

CODE	COURSE TITLE	CREDITS
MPH 5101	Fundamentals of Public Health	3
MPH 5102	Introduction to Biostatistics	3
MPH 5105	Introduction to Environmental Health	2
MPH 5103	Introduction to Epidemiology	3
MPH 6202	Inferential Biostatistics	3
MPH -5200	Psychosocial Aspects of Public Health	2
MPH 5411	Public Health Management	3
MPH 5520	Bioethics and Public Health Law	2
MPH 5600	Communication in Public Health	2
MPH 5401	Introduction to Health Care Administration	3
MPH 5502	Health Policy	2

IHD 919	Inter-Professional Perspectives in Health Disparities	1
Subtotal		29

Applied Practice Experience-APE (Summer Session)

CODE	COURSE TITLE	CREDITS
MPH-7850	Practicum	2
Subtotal		31

Second Year – GENERAL TRACK REQUIRED COURSES (19 CREDITS)

CODE	COURSE TITLE	CREDITS
MPH 7030	Research Methodology	3
MPH 7501	Behavioral Aspects of Health Disorders	2
MPH 7001	Program Planning & Evaluation in Public Health	2
MPH 7007	Emergent Diseases	3
MPH 5300	Scientific Basis of Health Interventions	2
MPH 6601	Health Promotion & Disease Prevention	3
MPH 7240	Self-Study Topic II: Community Workshop	1
MPH 5601	Scientific Writing	3
Subtotal		49

Electives (5 CREDITS)

CODE	COURSE TITLE	CREDITS
MPH 6030	Qualitative Methods	2
MPH 6120	Survey Design	2
MPH 7711	Nutrition & Public Health	2
MPH 7781	Risk Communication	2
MPH 7210	Seminar	3
	Courses from other tracks	3
Integrative Learning Experience (0 CREDITS)		
MPH 7910	Comprehensive Exam	3
Extracurricular Graduation Requisites (0 CREDITS)		
	Public health seminars, conferences, workshops, among others	
Total		55

MPH Environmental Health Curriculum

First Year - COMMON TO ALL TRACKS

CODE	COURSE TITLE	CREDITS
MPH 5101	Fundamentals of Public Health	3
MPH 5102	Introduction to Biostatistics	3

MPH 5105	Introduction to Environmental Health	2
MPH 5103	Introduction to Epidemiology	3
MPH 6202	Inferential Biostatistics	3
MPH -5200	Psychosocial Aspects of Public Health	2
MPH 5411	Public Health Management	3
MPH 5520	Bioethics and Public Health Law	2
MPH 5600	Communication in Public Health	2
MPH 5401	Introduction to Health Care Administration	3
MPH 5502	Health Policy	2
IHD 919	Inter-Professional Perspectives in Health Disparities	1
Subtotal		29

Applied Practice Experience-APE (Summer Session)

CODE	COURSE TITLE	CREDITS
MPH-7850	Practicum	2
Subtotal		31

Second Year -ENVIRONMENTAL HEALTH TRACK REQUIRED COURSES (19 CREDITS)

CODE	COURSE TITLE	CREDITS
MPH 7064	Food Safety	2
MPH 7444	Air and Hazardous Waste Exposure Assessment	2
MPH 7454	Water Quality Measurements	2
MPH 7074	Environmental and Occupational Diseases	2
MPH 7414	Environmental Epidemiology	2
MPH 7024	Environmental Toxicology	2
MPH 7484	Environmental Laboratory	2
MPH 7434	Risk Assessment	2
MPH 7030	Research Methodology	3
Subtotal		50

Electives (5 CREDITS)

CODE	COURSE TITLE	CREDITS
MPH 7032	Geographic Information Systems	2
MPH 7701	Fundamentals of Industrial Hygiene	3
MPH 7402	Environmental Management and Regulations	2
MPH 7404	Environmental Health Consulting	2
MPH 7494	Environmental Microbiology	2
MPH 7474	Statistical Methods in Environmental Health	2
	Courses from other tracks	

Integrative Learning Experience (0 CREDITS)

MPH 7910	Comprehensive Exam	3
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Extracurricular Graduation Requisites (0 CREDITS)		
	Public health seminars, conferences, workshops, among others	
Total		55

MPH Epidemiology Curriculum

First Year - COMMON TO ALL TRACKS

CODE	COURSE TITLE	CREDITS
MPH 5101	Fundamentals of Public Health	3
MPH 5102	Introduction to Biostatistics	3
MPH 5105	Introduction to Environmental Health	2
MPH 5103	Introduction to Epidemiology	3
MPH 6202	Inferential Biostatistics	3
MPH -5200	Psychosocial Aspects of Public Health	2
MPH 5411	Public Health Management	3
MPH 5520	Bioethics and Public Health Law	2
MPH 5600	Communication in Public Health	2
MPH 5401	Introduction to Health Care Administration	3
MPH 5502	Health Policy	2
IHD 919	Inter-Professional Perspectives in Health Disparities	1
Subtotal		29

Applied Practice Experience-APE (Summer Session)

CODE	COURSE TITLE	CREDITS
MPH-7850	Practicum	2
Subtotal		31

Second Year Epidemiology Track Required Courses

CODE	COURSE TITLE	CREDITS
MPH 7013	Advanced Epidemiology	3
MPH 7333	Research Methods in Epidemiology	3
MPH 5212	Statistical Methods in Epidemiology	3
MPH 7753	Epidemiology of Infectious Disease	3
MPH 7073	Epidemiology of Chronic Disease	3
MPH 7023	Applied Epidemiology and Surveillance	2
Subtotal		48

Electives (seven credits)

CODE	COURSE TITLE	CREDITS
MPH 5601	Scientific Writing	3
MPH 5104	Disaster Epidemiology	3
MPH 7063	Nutritional Epidemiology	3
MPH 7703	Forensic Epidemiology	2
MPH 7043	Injury Epidemiology	2
MPH 7414	Environmental Epidemiology	2
	Courses from other tracks	
Integrative Learning Experience (0 CREDITS)		
MPH 7910	Comprehensive Exam	3
Extracurricular Graduation Requisites (0 CREDITS)		
	Public health seminars, conferences, workshops, among others	
Total		55

MPH International Health Curriculum

First Year - COMMON TO ALL TRACKS

CODE	COURSE TITLE	CREDITS
MPH 5101O	Fundamentals of Public Health	3
MPH 5102OO	Introduction to Biostatistics	3
MPH 5105OO	Introduction to Environmental Health	2
MPH 5103O	Introduction to Epidemiology	3
MPH 6202O	Inferential Biostatistics	3
MPH -5200O	Psychosocial Aspects of Public Health	2
MPH 5411O	Public Health Management	3
MPH 5520O	Bioethics and Public Health Law	2
MPH 5600O	Communication in Public Health	2
MPH 5401O	Introduction to Health Care Administration	3
MPH 5502O	Health Policy	2
IHD 919	Inter-Professional Perspectives in Health Disparities	1
Subtotal		29
Applied Practice Experience-APE (Summer Session)		
CODE	COURSE TITLE	CREDITS
MPH-7850O	Practicum	2
Subtotal		31

Second Year International Health Track Required Courses (19 CREDITS)

CODE	COURSE TITLE	CREDITS
MPH- 5108O	Introduction to International Health	2

MPH - 5107O	International health, human security, and human rights	2
MPH 5111O	International Health and International Cooperation.	2
MPH 7753O	Epidemiology of Infectious Disease	3
MPH 7007O	International Health and Emergent-Remerging Diseases.	3
MPH - 5110O	International Health Regulations	2
MPH – 5109O	International Health Integration Project	2
MPH 7030O	Research Methodology	3
Subtotal		50

Electives (Five credits)

CODE	COURSE TITLE	CREDITS
MPH-7032O	Geographic Information Systems	2
MPH-5601O	Scientific Writing	3
MPH-7434O	Risk Assessment	2
MPH - XXXO	Climate Change and International Health	2
MPH-7023O	Applied Epidemiology and Surveillance	2
	Courses from other tracks	
Integrative Learning Experience (0 CREDITS)		
MPH 07910	Comprehensive Exam	3
Extracurricular Graduation Requisites (0 CREDITS)		
	Public health seminars, conferences, workshops, among others	
Total		55

Courses Descriptions

Master in Public Health in General

MPH-5101 Fundamentals of Public Health

This is an introductory first year MPH course. The course is designed to cover the basic public health competencies: biostatistics, epidemiology, program planning, behavior change, health communication, environmental health, disparities and cultural competence, leadership and management, health policy, public health ethics and professionalism and systems approaches to public health. Each class will introduce a competency that will be developed further in later public health courses at PHSU. This course will introduce the student to the basic principles and definitions within that competency and show how each is an essential component of the practice of public health. The course is unique in highlighting the interaction between these core competencies and serves as an integrating base for these competencies through application to specific health problems.

MPH-5102 Introduction to Biostatistics

Biostatistics is the development and application of statistical methods, analysis, and interpretation in addressing public health problems. The course is designed to cover principles of biostatistics in the context of public health applications. The topics covered in this course include methods for collecting and summarizing data, methods for evaluating the accuracy of sample estimates and techniques for making statistical inferences.

MPH-5310 Introduction to Environmental Health

This course will focus on ecosystem interrelationships in a comprehensive approach including the most critical human health issues due to natural and anthropogenic causes. Topics to be discussed include surface and groundwater supplies, water pollution and water quality control, private and public sewage disposal, solids and hazardous waste management, food protection and hygiene, agricultural methods and pest management, soil and land-use planning, air pollution, physical hazards, occupational health, and environmental justice. All the topics will emphasize the determination of which tools are most appropriate for use for the specific issue given the prevailing circumstances. Application of scientific knowledge in problem solving and control of external factors that compromise the health and human well-being will be a priority.

MPH-5103 Introduction to Epidemiology

This course will cover the principles of Epidemiology as the basic science applied to public health and prevention. Topics will include mechanisms of disease transmission, indicators of morbidity and mortality, investigation of epidemics, measurement of risk, epidemiological study designs, confounding and bias. Other topics will address the application of epidemiological knowledge to the practice of different levels of prevention.

MPH-6202 Inferential Biostatistics

The course expands on fundamentals of statistical topics applied to Public Health given in the first quarters. The course begins with a presentation of two basic statistical methods: ANOVA and linear regression, followed by the application of basic statistical concepts such as sampling strategies, sample size estimates and non-parametric tests. Students are required to actively participate in class exercises and submit take home exercises at due dates. For in-class exercises students can work in groups of 3-4 students. This is an opportunity to ask questions. In class exercises must be completed within the hour. Students that cannot complete these exercises must submit the completed exercise at the next scheduled class. In class and take-home exercises include SPSS assignments.

MPH-5201 Psychosocial Aspects of Public Health

The course MPH 5201 is designed to develop in the student basic literacy regarding psycho – social concepts and processes that influence health status and public health interventions. It will focus on the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. The course content introduces the student in the study of the socio-ecological factors responsible for health /related behaviors that lead to morbidity and premature mortality. During the class the student would also be able to

analyze the current trends in the psychological, social and community dimensions of health research. The coursework emphasizes the principles of social and environmental factors responsible for healthy behavior.

MPH 5411 Public Health Management

This is an introductory MPH course. The course is designed to cover the basic principles of management theories generally and as applied to public health. The course objectives and public health management competencies will be achieved through sessions on practical management issues: managing people, resources, programs, time, quality as well as application of the principles of these areas of management to public health problems therefore building skills to become a successful manager required by a public health career.

MPH-5520 Bioethics and Public Health Law

This course will introduce the participant in the evaluation of the values or axiological context in the analysis of Public Health situations now of apply deductive/inductive methodology in the process of solving such dilemmas. It is designed to take into consideration the need to include the Public Health Code of Ethics in the process of the synthesis of the reality in Public Health phenomena. The course is divided into three clusters: Principles of Bioethics, Bioethics in Public Health, and applied Bioethics in Public Health. The course is an experience of dialogue, motivation, description, induction, and skills development.

MPH-5600 Communication and Informatics in Public Health

This course will provide an overview of specialized public health applications such as registries, epidemiological databases, bio surveillance, public health reporting alerts, quality reporting and how to adopt/use of population health functions for electronic health records and consumer functions for personal health records. In addition, this course will address the potential of public health information technology for health promotion and chronic disease prevention.

IHD 919 Interprofessional Perspectives in Health Disparities

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 levels (e.g., Individual, patient-clinician, healthcare system, etc.).

MPH-5502 Public Health Policy

This two-credit course exploring inter- trans- and multi-disciplinary and team-based approaches to public health policy is a core requirement for MPH learners. Learners use a variety of problem identification, problem analysis and problem-solving strategies from all disciplines of public health in building an understanding of current local, national, and international public health issues. Learners assess the impact of other factors (e.g., social, legal, economic, ethical, and political) on contemporary public health issues drawing on the perspectives and skills of

epidemiology, biostatistics, environmental and occupational health, global health, management, exercise science, nutrition, health communications, behavioral health, health policy, law, philosophy, and prevention. The course provides learners with the ability to apply a range of principles to specific case studies and intervention examples from local, state, national and global public health agencies. In this course, the emphasis is on learning how to best define, describe and assess the policies related to a public health problem and the various policy and program options for addressing the challenge. The course uses several didactic approaches, including reading, case study analysis and discussion, lectures, teamwork, and problem-based learning.

MPH-5601 Scientific Writing

This course concentrates on the skills needed for clear and cogent scientific writing, such as needed for grant preparation and peer review journal submission. Students will learn how to structure their paper in logical order, retrieve and summarize key background information, present results clearly, build persuasive discussion sections paper and finish with credible conclusions within the limitations of the information presented in their paper. Success in the class is dependent on effective presentation of scientific information in their final project. Student-oriented approaches that address common problems such as proper use of grammar and punctuation, using and citing appropriate references and writing text without plagiarizing will be measured skill sets.

MPH-7001 Program Planning and Evaluation in Public Health

This course introduces common approaches to program planning and evaluation in public health and related areas. It discusses planning and evaluation representative models, concepts, processes, and techniques. Emphasis is given to the planning and evaluation framework used by the Department of Health of Puerto Rico. The course also presents an analysis of the ethical conduct of planners and evaluators and the different standards in the evaluation of health programs. This course also includes practical applications, oral and written presentations.

MPH- 7007O International Health and Emergent-Remerging Diseases.

This course will focus on a theoretical and practical introduction to international health and emerging-reemerging diseases. The course has five main components: 1) basis of international health; 2) Puerto Rico, US and international health; 3) impact of the emerging-reemerging diseases; 4) public health surveillance; 5) prevention and control of emerging-reemerging diseases. During the course, students will increase their knowledge and skills in relation for example factors that affect the international health, evolution and dynamic of diseases transmission, biology and eco-epidemiology of arthropods, assess potential risk in Puerto Rico and US to emerging–reemerging diseases, the development of a system of emerging – reemerging diseases surveillance, prevention and control of emerging–reemerging diseases.

MPH-6601 Health Promotion and Disease Prevention

The course introduces students to concepts, structures and activities in public health practice directed toward the prevention of disease at different levels and promotion of health. Emphasis

will be made on how knowledge from epidemiological studies can be utilized to develop public health policies and prevention-health promotion strategies.

MPH 5104 Disaster Epidemiology

The course introduces the foundations and fundamentals of disaster epidemiology. The course begins with a review of basic epidemiological principles and approach to disaster preparedness and impact evaluation. The course reviews the public health impact of natural and man-made disasters. Students are divided into groups of 2-3 students each to prepare an in-depth literature review of a disaster for presentation in a written and oral format submitted on the last day of class in lieu of a final exam. Participation by all students is obligatory for both presentations, and participation in the critique of each presentation.

MPH 5300 Scientific Basis of Health Interventions

The course will introduce students to the scientific basis of global diseases and state-of-the-art (SOTA) interventions. Successful students will obtain a short review of the biology, pathogenesis, and diagnosis of specific diseases but the emphasis will be on strong technical grounding and evidence supporting the major interventions and new tools for disease prevention, control, and case management. The course focuses primarily on communicable diseases and conditions of high global health (family planning, mental health, and nutrition) import with small portion of class effort on interventions for chronic diseases. The course will be global in coverage but with a small portion of class effort on interventions for chronic diseases. The course will be global in coverage but with an important focus on the developing world and on the health of the poor.

MPH 6030 Qualitative Methods

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, image analysis, semi structured and open-ended interviews, informal and formal observations, documents analysis, focus groups, 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 basic knowledge on qualitative research. It will help students develop an understanding, the knowledge and the skills needed to utilize qualitative research methods, as an additional alternative in public health research.

This course addresses four major topics:

- Concepts and strategies for designing, developing, and accessing public health and epidemiological survey questionnaires.
- Formatting, wording, coding, and ordering questions and evaluation of the items and instrument.
- Design issues for diverse modes of survey data collection.
- Designing items and questions to measure and evaluate various key groups of variables.

MPH 6120 Survey Design

This course is an overview of the questionnaires and surveys design process with a Public Health focus. In this course the students would get knowledge, understanding the methodology of questionnaires and survey research. The class content addresses the selection, development, and analysis of various types of instruments and procedures for collecting research data in the public health and epidemiological scenario. This program considers practical aspects in the construction of questionnaires including determining questionnaire content, selection of item types and wording of items, selection of an administration method and locating existing questionnaires. The course has a quantitative focus and is oriented toward public health and epidemiological research.

This course addresses four major topics:

- Concepts and strategies for designing, developing, and accessing public health and epidemiological survey questionnaires.
- Formatting, wording, coding, and ordering questions and evaluation of the items and instrument.
- Design issues for diverse modes of survey data collection.
- Designing items and questions to measure and evaluate various key groups of variables.

MPH 7030 Research Methodology

The purpose of this course is to present the applicable principles and methods in the public health research related disciplines. It supposes a reflexive and critical analysis of the problems and factors to consider in the construction, the development, and the applications of research techniques. The class will work and analyze the use and application of qualitative and quantitative techniques in public health related research projects. The study of diverse methods and techniques will emphasize the design and development of studies in the different public health related disciplines. It intends to prepare the student in the areas related to develop independent investigation.

MPH 7711 Nutrition & Public Health

During this course the students will cover the principles of public health nutrition by describing methods used in the assessment of nutrition problems, the development of nutrition-related policies, programs for improving the nutritional and health status of diverse population groups. It emphasizes the distinction between population based and individual based approaches to prevention of diet related conditions, as well as the societal, economic, environmental, and institutional determinants of food intake and nutritional status.

MPH 7781 Risk Communications

The aim of this course is to explain how public health professionals can design and execute communication plans related to either potential or actual hazards (anything that can cause morbidity or mortality). An overview of research findings, theories and applications of health communication and risk communication in public health will be presented throughout the class.

This course provides tools and techniques that can be implemented in public health risk-associated situations. The course examines theories of group interaction and mass communication related to community perceptions of public health problems and practices, the impact of new technologies on public health communication, intercultural issues in health communication, among other topics.

MPH 6111 Health Disparities

This course will focus on social and scientific contexts, content, and implications of diverse theories of disease causation, both past and present. It will evaluate the differences in health issues and diseases between cultures, geographical locations, and socioeconomic status. A general overview of new molecular aspects and their importance to health disparities will be discussed.

MPH 7071 Aging in Public Health

Aging in Public Health is an elective course designed to provide a general background on aging from different perspectives as: demography, biology, epidemiology, physical and mental disorders, functional capacity and disability, health services, public health policies, social aspects of aging and ethical issues in the care of older individuals. Students will discuss how public health integrates the challenges and strengths of older persons in its initiatives. This course provides an overview of research, practice, and policy in the field of aging and public health. Its content is relevant to students who plan to work with older persons, to researchers in fields related to aging and to students who want to better understand the aging process and how must be incorporated in public health issues.

MPH 7501 Behavioral Aspects of Health Disorders

This course will examine current issues related to cognitive and behavioral foundations of public health specifically considering health disorders. This is a relatively new field of public health that emphasizes the mental, emotional, behavioral, and social factors that affect the onset, duration, recovery, and prevention of physical illnesses in society. It will focus on the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. Frameworks will be examined in the content of multi-layered social systems and temporal processes of change.

MPH 7761 Global Health

The course will introduce students to the main concepts of the public health field and the critical links between global health and social and economic development. Students will get an overview of the determinants of health and how health status is measured. Students will also review the burden of disease, risk factors and key measures to address the burden of disease in cost-effective ways. The course will cover key concepts and frameworks but be very practical in orientation. The course will be global in coverage but with a focus on low- and middle-income countries and on the health of the poor.

MPH 7771 Humanitarian Operations

The purpose of this course is to introduce students to the public health, primary care, health promotion, nutrition, water, risk-reduction and related priorities and programs that are considered best-practice by lead humanitarian relief organizations when they respond to complex emergencies, famine, forced migration and natural disasters in developing countries.

This course surveys the skills needed for designing and implementing humanitarian aid operations before, during and following emergencies affecting large populations, such as famine, complex emergencies, refugee and IDP flight and natural disasters. The course will attempt to define frameworks for analyzing, preparing, and implementing responses to the myriad of different humanitarian crisis situations facing the world today. Distinguishing features and responses for different kinds of crises will be explored as well as the variety of funders, implementers and policy makers involved.

MPH 7791 Bioterrorism and Public Health

During the studies students will learn about the basics of terrorism, bioterrorism, nuclear or radiological terrorism and the phases of preparation, mitigation and response to an event of terrorism.

MPH 7910 Comprehensive Exam

The Integrative Learning Experience is an integrating experience, requisite for graduation in the Master in Public Health (MPH) degree of Ponce Health Sciences University (PHSU) and for the Council on Education for Public Health (CEPH). It provides an opportunity for students to reflect on, integrate and synthesize the knowledge and skills acquired during classroom and practice experiences, while pursuing their public health degree. The Integrative Learning Experience serves as evidence of compliance with the public health competencies and occurs after the majority of course requirements are completed. The Integrative Learning Experience is a high quality-written product that demonstrates synthesis of competencies (CEPH, personal communication, March 14, 2019; CEPH, personal communication, May 28, 2019). MPH graduates must be able to engage in substantive, logically flowing writing (<https://ceph.org/constituents/schools/faqs/2016criteriafaq/ile/>).

The Integrative Learning Experience approved by the Public Health Program of PHSU consists of a Comprehensive Exam, which will be described in the following sections of this manual. The Comprehensive Exam is taken during the last quarters of the expected graduation date.

The Public Health Integrative Learning Experience process consists of the following steps:

1. Complete general eligibility criteria required for registering in the Integrative Learning Experience.
2. Register for the Integrative Learning Experience.
3. Participate in the Integrative Learning Experience Orientation sessions.
4. Complete the evaluation requirements for the Integrative Learning Experience.

To complete the Public Health Integrative Learning Experience, the student must pass the overall Comprehensive Exam with a grade of C or higher (> 70%).

INTEGRATIVE LEARNING EXPERIENCE COMPETENCIES

The foundational competencies addressed in the MPH's Integrative Learning Experience are based on traditional public health core knowledge areas (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), cross-cutting and emerging public health areas (CEPH, *Accreditation Criteria: Schools of Public Health & Public Health Programs*, p. 17) and include:

- Evidence-based approaches to public health
- Public health & health care systems
- Planning & management to promote health
- Policy in public health
- Leadership
- Communication
- Interprofessional practice
- Systems thinking

Each area has detailed competencies established by the CEPH. In addition, each concentration (General, Environmental, Epidemiology, and international health) has specific competencies. The Public Health Program expects that the Integrative Learning Experience will be the occasion to integrate and synthesize these foundational and concentration competencies. Students should refer to Appendix A to identify the specific competencies to be addressed. In addition, a copy of the competencies is provided by the Integrative Learning Experience Coordinator to faculty and students during the Orientation Sessions. The list of competencies is also published on the MPH 7910-Comprehensive Exam area on the university's online platform and discussed during the Integrative Learning Experience Orientation Sessions. During the following sections, a detailed description of the Integrative Learning Experience will be provided.

INTEGRATIVE LEARNING EXPERIENCE COURSE PRE-REQUISITES

1. Students must be in good academic standing and have completed most of their coursework before proceeding to register for the Integrative Learning Experience. Students must complete 29 credits of core courses (first year) and at least 15 credits of concentration coursework.
2. Students either must have completed, waived, or are concurrently completing the Public Health Practicum to register for their comprehensive exam.

INTEGRATIVE LEARNING EXPERIENCE LEARNING OBJECTIVE

Upon successful completion of this course, students are expected to demonstrate the integration and synthesis of foundational and concentration competencies through a comprehensive exam.

INTEGRATIVE LEARNING EXPERIENCE REQUIREMENTS

This section describes the MPH 7910- *Comprehensive Exam* course requirements approved by the Public Health Program of PHSU, which consists of a Comprehensive Exam. The

Comprehensive Exam requires that students demonstrate mastery over foundational and concentration competencies. Students will prove the ability to integrate and synthesize competencies acquired in their academic program and to apply their knowledge to issues pertinent to the public health profession. The exam should reflect the students' ability to integrate information across the competencies. It is not a retesting of individual courses.

The exam consists of foundational and concentration competencies. It will be taken during the last quarters of the second MPH year.

Master in Public Health in Epidemiology

MPH-5101 Fundamentals of Public Health

This is an introductory first year MPH course. The course is designed to cover the basic public health competencies: biostatistics, epidemiology, program planning, behavior change, health communication, environmental health, disparities and cultural competence, leadership and management, health policy, public health ethics and professionalism and systems approaches to public health. Each class will introduce a competency that will be developed further in later public health courses at PHSU. This course will introduce the student to the basic principles and definitions within that competency and show how each is an essential component of the practice of public health. The course is unique in highlighting the interaction between these core competencies and serves as an integrating base for these competencies through application to specific health problems.

MPH-5102 Introduction to Biostatistics

Biostatistics is the development and application of statistical methods, analysis, and interpretation in addressing public health problems. The course is designed to cover principles of biostatistics in the context of public health applications. The topics covered in this course include Catalog 2020-2023 295 methods for collecting and summarizing data, methods for evaluating the accuracy of sample estimates and techniques for making statistical inferences.

MPH 5300 Scientific Basis of Health Interventions

The course will introduce students to the scientific basis of global diseases and state-of-the-art (SOTA) interventions. Successful students will obtain a short review of the biology, pathogenesis, and diagnosis of specific diseases but the emphasis will be on strong technical grounding and evidence supporting the major interventions and new tools for disease prevention, control, and case management. The course focuses primarily on communicable diseases and conditions of high global health (family planning, mental health, and nutrition) import with small portion of class effort on interventions for chronic diseases. The course will be global in coverage but with an important focus on the developing world and on the health of the poor.

MPH-5310 Introduction to Environmental Health

This course will focus on ecosystem interrelationships in a comprehensive approach including the most critical human health issues due to natural and anthropogenic causes. Topics to be discussed include surface and groundwater supplies, water pollution and water quality control, private and public sewage disposal, solids and hazardous waste management, food protection and hygiene, agricultural methods and pest management, soil and land-use planning, air pollution, physical hazards, occupational health, and environmental justice. All the topics will emphasize the determination of which tools are most appropriate for use for the specific issue given the prevailing circumstances. Application of scientific knowledge in problem solving and control of external factors that compromise the health and human well-being will be a priority.

MPH-5103 Introduction to Epidemiology

This course will cover the principles of Epidemiology as the basic science applied to public health and prevention. Topics will include mechanisms of disease transmission, indicators of morbidity and mortality, investigation of epidemics, measurement of risk, epidemiological study designs, confounding and bias. Other topics will address the application of epidemiological knowledge to the practice of different levels of prevention.

MPH-6202 Inferential Biostatistics

The course expands on fundamentals of statistical topics applied to Public Health given in the first quarters. The course begins with a presentation of two basic statistical methods: ANOVA and linear regression, followed by the application of basic statistical concepts such as sampling strategies, sample size estimates and non-parametric tests. Students are required to actively participate in class exercises and submit take home exercises at due dates. For in class exercises students can work in groups of 3-4 students. This is an opportunity to ask questions. In class exercises must be completed within the hour. Students that cannot complete these exercises must submit the completed exercise at the next scheduled class. In class and take-home exercises include SPSS assignments.

MPH-5201 Psychosocial Aspects of Public Health

The course MPH 5201 is designed to develop in the student basic literacy regarding psycho – social concepts and processes that influence health status and public health interventions. It will focus on the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. The course content pretends to introduce the student in the study of the socio-ecological factors responsible for health /related behaviors that lead to morbidity and premature mortality. During the class the student would also be able to analyze the current trends in the psychological, social and community dimensions of health research. The coursework emphasizes the principles of social and environmental factors responsible for healthy behavior.

MPH 5411 Public Health Management

This is an introductory MPH course. The course is designed to cover the basic principles of management theories generally and as applied to public health. The course objectives and public health management competencies will be achieved through sessions on practical management issues: managing people, resources, programs, time, quality as well as application of the principles of these areas of management to public health problems therefore building skills to become a successful manager required by a public health career.

MPH-5520 Bioethics and Public Health Law

This course will introduce the participant in the evaluation of the values or axiological context in the analysis of Public Health situations and to apply deductive/inductive methodology in the process of solving such dilemmas. It is designed to take into consideration the need to include the Public Health Code of Ethics in the process of the synthesis of the reality in Public Health phenomena. The course is divided into three clusters: Principles of Bioethics, Bioethics in Public Health, and applied Bioethics in Public Health. The course is an experience of dialogue, motivation, description, induction, and skills development.

MPH-5600 Communication and Informatics in Public Health

This course will provide an overview of specialized public health applications such as registries, epidemiological databases, bio surveillance, public health reporting alerts, quality reporting and how to adopt/use of population health functions for electronic health records and consumer functions for personal health records. In addition, this course will address the potential of public health information technology for health promotion and chronic disease prevention.

IHD 9190 Interprofessional Perspectives in Health Disparities

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 levels (i.e.,) Individual, patient-clinician, healthcare system, etc.).

MPH 7850 – Practicum (200 hrs.)

The Practicum is a two-credit requirement during which the student works a minimum of 100 hours in the field under the supervision of an approved site preceptor. It is intended to provide students with an opportunity to synthesize, integrate and apply practical skills, knowledge and training learned in courses, to gain professional experience in a public health work environment and to work on public health practice projects that are of particular interest.

It is structured as a three-way partnership between the student, PSMHS and a sponsoring agency/organization and each Practicum must be pre-approved, planned, supervised, and evaluated for a student to receive credit. Student plans are guided by a set of course competencies outlined below. For those who are new to the field of public health, the Practicum serves as an important first step in a public health career, introducing the practical skills and experience necessary for a productive and fulfilling career. For students who have had prior work

experience, the Practicum provides the opportunity to hone skills or to gain new experience in a different area of specialization.

The Practicum may be done in conjunction with the Culminating Experience in which the knowledge gained through both experiences is integrated to produce a final product. Students planning to combine their Practicum and Culminating Experience must have their proposals pre-approved by both the Practicum Director and their Faculty Advisor.

During the Practicum, students will be required to use the PSMHS Practicum Website <https://sites.google.com/site/psmpublichealthmphpracticum/> on a regular basis. All the required practicum forms (i.e., Practicum Plan) will be available on this site. In addition, specific departmental materials will be available on this site.

All students completing an international practicum must comply with the University's International Travel Policy, by completing the necessary application and approval forms and receiving approval for travel

MPH-7013 Advanced Epidemiology

This course will cover advanced concepts of Epidemiology that arise in the planning, analysis, and interpretation of epidemiologic research studies. Topics will include measures of disease occurrence, measures of association between exposures and outcomes, bias, confounding, interaction, stratification and adjustment, multivariate analysis, indices of validity and reliability and reporting epidemiologic results. Lectures and assigned readings will be combined with practical exercises involving simulated epidemiologic studies in which students will analyze and interpret results from data sets, using different software programs (SPSS®, Epiinfo®, SPSS®).

MPH-5601 Scientific Writing

This course concentrates on the skills needed for clear and cogent scientific writing, such as needed for grant preparation and peer review journal submission. Students will learn how to structure their paper in logical order, retrieve and summarize key background information, present results clearly, build persuasive discussion sections paper and finish with credible conclusions within the limitations of the information presented in their paper. Success in the class is dependent on effective presentation of scientific information in their final project. Student-oriented approaches that address common problems such as proper use of grammar and punctuation, using and citing appropriate references and writing text without plagiarizing will be measured skill sets.

MPH-7333 Research Methods in Epidemiology

The course will cover the principles of research methodology by describing methods used in the assessment of public health problems and clinical research. The students learn to set up the rationale for research, selecting an appropriate methodology for collecting, analyzing, and interpreting data and then, communicating the results for scientific publications and to influence health policy.

MPH-5212 Statistical Methods in Epidemiology

This course provides completed introductory statistics or biostatistics and multiple linear regression models. Understand the basic statistical concepts of sampling variation, parameter estimation and statistical hypothesis tests. The student will understand how to fit multiple linear regression models, how to interpret regression coefficients in these models and how to perform hypothesis tests about regression coefficients. You should be familiar with case-control, cross-sectional and cohort study designs.

MPH 70230 Applied Epidemiology and Surveillance

This course is focused on the planning, development, conduct and evaluation of epidemiologic surveillance systems. It includes selected topics related to surveillance such as history of surveillance, types of surveillance systems, planning a surveillance system, existing sources of health data, development of a data system, the role of geographic information systems for surveillance, management of the surveillance system, data processing and analysis, communicating information for action, evaluation of surveillance systems, legal and ethical issues, and uses of surveillance communications. This class includes a series of lectures, practical sessions to solve computer exercises, visits to the health department and homework.

MPH-7753 Epidemiology of Infectious Diseases

This course presents an epidemiologic survey of infectious diseases of Puerto Rico, the United States and abroad. The course is divided into two parts. The first part includes basic epidemiological and statistical methods used in the prevention, control and identification of major risk factors, vector transmission and etiology of infectious diseases. The second part encompasses detailed discussions of the Epidemiology of selected illnesses such as dengue, HIV/AIDS, sexually transmitted diseases, hepatitis C, malaria, nosocomial infections, tuberculosis, and other selected infectious diseases are included.

MPH-7073 Epidemiology of Chronic Diseases

This advanced epidemiology course is intended to be a survey of the major chronic diseases with emphasis on recent epidemiology research and findings. The first series of sessions will cover general concepts of chronic disease epidemiology, methodology, surveillance, screening, risk factors and models of causation. The rest of the course will cover specific chronic diseases including cardiovascular disease, cancer (lung, colon, breast, and prostate), diabetes, stroke, Alzheimer's disease, and others. These chronic diseases will be discussed from the points of view of their morbidity and mortality patterns, risk factors, causation, and prevention. Educational strategies will include presentations by both the professor and students.

MPH 5104 Disaster Epidemiology

The course introduces the foundations and fundamentals of disaster epidemiology. The course begins with a review of basic epidemiological principles and approach to disaster preparedness and impact evaluation. The course reviews the public health impact of natural and man-made disasters. Students are divided into groups of 2-3 students each to prepare an in-depth literature review of a disaster for presentation in a written and oral format submitted on the last day of

class in lieu of a final exam. Participation by all students is obligatory for both presentation, and participation on the critique of each presentation.

MPH 7063 Nutritional Epidemiology

This course is designed for students conducting epidemiological studies relating diet and nutritional status to disease and health. The purpose of this course is to examine methodologies used in nutritional epidemiological studies and to review the current state of knowledge regarding diet and other nutritional indicators as etiologic factors in disease.

MPH 7703 Forensic Epidemiology

During the course students will develop the integration capabilities of the forensic sciences to public health, will cover as investigates an outbreak taking as a basis the premises of the criminal investigation and apply epidemiological methodology to the investigation of the violent events, crimes in series and prevention.

MPH 7043 Injury Epidemiology

The course introduces the foundations and fundamentals of injury prevention, control, and safety promotion. The course begins with a review of basic epidemiological principles and approach to injury prevention and control. The second part of the course applies these principles to the most important injuries of public health importance in two broad areas: non-intentional and intentional injuries. Students are divided into groups of 3-4 students each to prepare an in-depth evaluation of an injury topic in Puerto Rico. A written and oral presentation is submitted on the last day of class in lieu of a final exam. Participation by all students is obligatory for both presentations, and participation on the critique of each presentation.

MPH 7414 Environmental Epidemiology

This course aims to introduce students to methods commonly used by epidemiologists and statisticians to investigate the relationship between health outcomes and environmental factors. Several published studies will be used to illustrate the methods described. By the end of the course, students should improve their comprehension of published epidemiologic literature and have knowledge of types of methods used in environmental epidemiology, including an appreciation of their limitations. The students will gain understanding of the application of epidemiological methods to study environmental- related diseases and be capable of designing and conducting a number of these methods.

MPH 6302 Survival Analysis

This course will cover topics in both discrete data analysis and applied survival analysis. Other topics to cover include discrete data analysis including logistic, regression, exact inference, and conditional logistic regression. This short survey of discrete data topics will provide a natural transition to analysis of survival data. Survival topics include hazard, survivor and cumulative hazard functions, Kaplan-Meier and actuarial estimation of the survival distribution, comparison of survival using log rank and other tests, regression models, including the Cox proportional

hazards model and accelerated failure time model, adjustment for time-varying covariates and use of parametric distributions (exponential, Weibull) in survival analysis.

MPH 7910 Comprehensive Exam

The Integrative Learning Experience is an integrating experience, requisite for graduation in the Master in Public Health (MPH) degree of Ponce Health Sciences University (PHSU) and for the Council on Education for Public Health (CEPH). It provides an opportunity for students to reflect on, integrate and synthesize the knowledge and skills acquired during classroom and practice experiences, while pursuing their public health degree. The Integrative Learning Experience serves as evidence of compliance with the public health competencies and occurs after the majority of course requirements are completed. The Integrative Learning Experience is a high quality-written product that demonstrates synthesis of competencies (CEPH, personal communication, March 14, 2019; CEPH, personal communication, May 28, 2019). MPH graduates must be able to engage in substantive, logically flowing writing (<https://ceph.org/constituents/schools/faqs/2016criteriafaq/ile/>).

The Integrative Learning Experience approved by the Public Health Program of PHSU consists of a Comprehensive Exam, which will be described in the following sections of this manual. The Comprehensive Exam is taken during the last quarters of the expected graduation date.

The Public Health Integrative Learning Experience process consists of the following steps:

1. Complete general eligibility criteria required for registering in the Integrative Learning Experience.
2. Register for the Integrative Learning Experience.
 - a. Participate in the Integrative Learning Experience Orientation sessions.
3. Complete the evaluation requirements for the Integrative Learning Experience.

To complete the Public Health Integrative Learning Experience, the student must pass the overall Comprehensive Exam with a grade of C or higher (> 70%).

INTEGRATIVE LEARNING EXPERIENCE COMPETENCIES

The foundational competencies addressed in the MPH's Integrative Learning Experience are based on traditional public health core knowledge areas (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), cross-cutting and emerging public health areas (CEPH, Accreditation Criteria: Schools of Public Health & Public Health Programs, p. 17) and include:

- Evidence-based approaches to public health
- Public health & health care systems

- Planning & management to promote health
- Policy in public health
- Leadership
- Communication
- Interprofessional practice
- Systems thinking

Each area has detailed competencies established by the CEPH. In addition, each concentration (General, Environmental and Epidemiology) has specific competencies. The Public Health Program expects that the Integrative Learning Experience will be the occasion to integrate and synthesize these foundational and concentration competencies. Students should refer to Appendix A to identify the specific competencies to be addressed. In addition, a copy of the competencies is provided by the Integrative Learning Experience Coordinator to faculty and students during the Orientation Sessions. The list of competencies is also published on the MPH 7910-Comprehensive Exam area on the university's online platform and discussed during the Integrative Learning Experience Orientation Sessions. During the following sections, a detailed description of the Integrative Learning Experience will be provided.

INTEGRATIVE LEARNING EXPERIENCE COURSE PRE-REQUISITES

1. Students must be in good academic standing and have completed most of their coursework before proceeding to register for the Integrative Learning Experience. Students must complete 29 credits of core courses (first year) and at least 15 credits of concentration coursework.
2. Students either must have completed, waived, or are concurrently completing the Public Health Practicum to register for their comprehensive exam.

INTEGRATIVE LEARNING EXPERIENCE LEARNING OBJECTIVE

Upon successful completion of this course, students are expected to demonstrate the integration and synthesis of foundational and concentration competencies through a comprehensive exam.

INTEGRATIVE LEARNING EXPERIENCE REQUIREMENTS

This section describes the MPH 7910- Comprehensive Exam course requirements approved by the Public Health Program of PHSU, which consists of a Comprehensive Exam. The Comprehensive Exam requires that students demonstrate mastery over foundational and concentration competencies. Students will prove the ability to integrate and synthesize competencies acquired in their academic program and to apply their knowledge to issues pertinent to the public health profession. The exam should reflect the students' ability to integrate information across the competencies. It is not a retesting of individual courses.

The exam consists of foundational and concentration competencies. It will be taken during the last quarters of the second MPH year.

Master in Public Health Environmental

MPH-5101 Fundamentals of Public Health

This is an introductory first year MPH course. The course is designed to cover the basic public health competencies: biostatistics, epidemiology, program planning, behavior change, health communication, environmental health, disparities and cultural competence, leadership and management, health policy, public health ethics and professionalism and systems approaches to public health. Each class will introduce a competency that will be developed further in later public health courses at PHSU. This course will introduce the student to the basic principles and definitions within that competency and show how each is an essential component of the practice of public health. The course is unique in highlighting the interaction between these core competencies and serves as an integrating base for these competencies through application to specific health problems.

MPH-5102 Introduction to Biostatistics

Biostatistics is the development and application of statistical methods, analysis, and interpretation in addressing public health problems. The course is designed to cover principles of biostatistics in the context of public health applications. The topics covered in this course include collecting and summarizing data, methods for evaluating the accuracy of sample estimates and techniques for making statistical inferences.

MPH 5300 Scientific Basis of Health Interventions

The course will introduce students to the scientific basis of global diseases and state-of-the-art (SOTA) interventions. Successful students will obtain a short review of the biology, pathogenesis, and diagnosis of specific diseases but the emphasis will be on strong technical grounding and evidence supporting the major interventions and new tools for disease prevention, control, and case management. The course focuses primarily on communicable diseases and conditions of high global health (family planning, mental health, and nutrition) import with small portion of class effort on interventions for chronic diseases. The course will be global in coverage but with an important focus on the developing world and on the health of the poor.

MPH-5310 Introduction to Environmental Health

This course will focus on ecosystem interrelationships in a comprehensive approach including the most critical human health issues due to natural and anthropogenic causes. Topics to be discussed include surface and groundwater supplies, water pollution and water quality control, private and public sewage disposal, solids and hazardous waste management, food protection and hygiene, agricultural methods and pest management, soil and land-use planning, air pollution, physical hazards, occupational health, and environmental justice. All the topics will emphasize the determination of which tools are most appropriate for use for the specific issue

given the prevailing circumstances. Application of scientific knowledge in problem solving and control of external factors that compromise the health and human well-being will be a priority.

MPH-5103 Introduction to Epidemiology

This course will cover the principles of Epidemiology as the basic science applied to public health and prevention. Topics will include mechanisms of disease transmission, indicators of morbidity and mortality, investigation of epidemics, measurement of risk, epidemiological study designs, confounding and bias. Other topics will address the application of epidemiological knowledge to the practice of different levels of prevention.

MPH-6202 Inferential Biostatistics

The course expands on fundamentals of statistical topics applied to Public Health given in the first quarters. The course begins with a presentation of two basic statistical methods: ANOVA and linear regression, followed by the application of basic statistical concepts such as sampling strategies, sample size estimates and non-parametric tests. Students are required to actively participate in class exercises and submit take home exercises at due dates. For in-class exercises students can work in groups of 3-4 students. This is an opportunity to ask questions. In class exercises must be completed within the hour. Students that cannot complete these exercises must submit the completed exercise at the next scheduled class. In class and take-home exercises include SPSS assignments.

MPH-5201 Psychosocial Aspects of Public Health

The course MPH 5201 is designed to develop in the student basic literacy regarding psycho – social concepts and processes that influence health status and public health interventions. It will focus on the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. The course content pretends to introduce the student in the study of the socio-ecological factors responsible for health /related behaviors that lead to morbidity and premature mortality. During the class the student would also be able to analyze the current trends in the psychological, social and community dimensions of health research. The coursework emphasizes the principles of social and environmental factors responsible for healthy behavior.

MPH 5411 Public Health Management

This is an introductory MPH course. The course is designed to cover the basic principles of management theories generally and as applied to public health. The course objectives and public health management competencies will be achieved through sessions on practical management issues: managing people, resources, programs, time, quality as well as application of the principles of these areas of management to public health problems therefore building skills to become a successful manager required by a public health career.

MPH-5520 Bioethics and Public Health Law

This course will introduce the participant in the evaluation of the values or axiological context in the analysis of Public Health situations and to apply deductive/inductive methodology in the process of solving such dilemmas. It is designed to take into consideration the need to include

the Public Health Code of Ethics in the process of the synthesis of the reality in Public Health phenomena. The course is divided into three clusters: Principles of Bioethics, Bioethics in Public Health, and applied Bioethics in Public Health. The course is an experience of dialogue, motivation, description, induction, and skills development.

MPH-5600 Communication and Informatics in Public Health

This course will provide an overview of specialized public health applications such as registries, epidemiological databases, bio surveillance, public health reporting alerts, quality reporting and how to adopt/use of population health functions for electronic health records and consumer functions for personal health records. In addition, this course will address the potential of public health information technology for health promotion and chronic disease prevention.

IHD 9190 Interprofessional Perspectives in Health Disparities

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 levels (i.e.,) Individual, patient-clinician, healthcare system, etc.).

MPH 7850 – Practicum (200 hrs.)

The Practicum is a two-credit requirement during which the student works a minimum of 100 hours in the field under the supervision of an approved site preceptor. It is intended to provide students with an opportunity to synthesize, integrate and apply practical skills, knowledge and training learned in courses, to gain professional experience in a public health work environment and to work on public health practice projects that are of particular interest.

It is structured as a three-way partnership between the student, PSMHS and a sponsoring agency/organization and each Practicum must be pre-approved, planned, supervised, and evaluated for a student to receive credit. Student plans are guided by a set of course competencies outlined below. For those who are new to the field of public health, the Practicum serves as an important first step in a public health career, introducing the practical skills and experience necessary for a productive and fulfilling career. For students who have had prior work experience, the Practicum provides the opportunity to hone skills or to gain new experience in a different area of specialization.

The Practicum may be done in conjunction with the Culminating Experience in which the knowledge gained through both experiences is integrated to produce a final product. Students planning to combine their Practicum and Culminating Experience must have their proposals pre-approved by both the Practicum Director and their Faculty Advisor.

During the Practicum, students will be required to use the PSMHS Practicum Website <https://sites.google.com/site/psmpublichealthmphpracticum/> on a regular basis. All the required practicum forms (i.e., Practicum Plan) will be available on this site. In addition, specific departmental materials will be available on this site.

All students completing an international practicum must comply with the University's International Travel Policy, by completing the necessary application and approval forms and receiving approval for travel

MPH-7064 Food Safety

Students will be introduced to the essentials of food safety and sanitation. Major concepts include food safety and sanitation management, Chemical and biological agents implicated in food borne disease, hazards to food safety, factors that affect food-borne illness, following the food flow, the hazards analysis critical control point system, a safety assurance process, sanitizing operations, environmental sanitation and maintenance, accident prevention, education training and food safety regulations.

MPH-7444 Air and Hazardous Waste Pollutants Exposure Assessment

This course will develop the skills to identify contaminants that might pose an adverse effect to people's health and the environment. It will provide the skills to design exposure studies applicable to public health investigations, veterinary health investigations and health risk assessments. Exposure to chemical, physical, or biological hazardous agents can occur through inhalation, ingestion and dermal contact with air, water and other fluids, foods, objects, and surfaces. The course will teach a variety of techniques that can be used to measure or estimate human exposure to hazardous agents, both on an individual and population basis.

MPH-7454 Water Quality Measurements

This course will focus on biological, chemical, and physical water quality characterization that occurred in the aquatic ecosystems and water treatment plants. Natural and human activities that impact these systems with contaminants will be discussed by using the watershed perspective. The course will emphasize the historical tendencies about: superficial and underground water supplies problems; water body management; drinking water process and wastewater management in a comprehensive approach. Engineering management practices and methodologies in minimizing contaminant inputs and restoring contaminated waters to prevent and control health diseases will be main topics. Federal and State law and regulations will be the base for all water quality discussions. The student will apply concepts of ecology, aquatic ecosystems, and environmental regulations.

MPH-7074 Environmental and Occupational Diseases

The course is intended to introduce students to the basic core concepts of occupational health. Work-related health disorders and diseases that arise due to the interaction of employees and self-employed people with their working environment will be presented. Modern approaches in occupational health aiming to improve workers' health and well-being, as well as productivity will be discussed. Students will be introduced to major occupational health related diseases including those of the musculoskeletal system, the lungs, and the skin, as well as accidents. This course is intended to allow students to understand the interaction of the workplace and environment on the health and well-being of the workforce.

MPH-7414 Environmental Epidemiology

This course aims to introduce students to methods commonly used by epidemiologists and statisticians to investigate the relationship between health outcomes and environmental factors. Several published studies will be used to illustrate the methods described. By the end of the course, students should improve their comprehension of published epidemiologic literature and have knowledge of types of methods used in environmental epidemiology, including an appreciation of their limitations. The students will gain understanding of the application of epidemiological methods to study environmental- related diseases and be capable of designing and conducting a number of these methods.

MPH-7024 Environmental Toxicology

Environmental toxicology is the study of the nature, properties, effects, and detection of Toxic Substances in the environment and in any environmentally exposed species, including humans. This course will provide students with a general understanding of toxicology related to the environment. Elementary toxicological concepts will be covered including general definitions, dose-response relationships, absorption of toxicants, distribution and storage of toxicants, biotransformation and elimination of toxicants and target organ toxicity.

MPH-7484 Environmental Laboratory

In this course students will learn the basic techniques for physical, chemical, and microbiological analysis of environmental samples including wastewater, drinking water, soil, foods, air, and radiation. The students will have the opportunity to take samples on site for their respective analysis in the laboratory. The data collected from these experiences will be used to develop a written report in a format like a public health journal. The students should demonstrate practical, technical, and analytical skills of collecting samples and further analysis for environmental interpretation.

MPH-7434 Risk Assessment

This course is intended to introduce and explain the basics of the risk assessment process and to identify risk assessment benchmarks currently used in environmental and public health. The first series of sessions will cover general concepts of risk assessment, frameworks for risk assessment and risk management and the contributions of public health discipline in the risk assessment. The rest of the course will cover radiological, microbial, chemical risk assessment. The course also presents the Environmental Protection Agency method for risk analysis and how it is used as a scientific basis for policy decisions.

MPH 7032 Geographic Information System

The course introduces basic applications of GIS technology in Public Health. The course is designed to help students develop basic skills in using GIS software applied to public health issues. The course aims to help students develop insight into populations health issues through the application of geographic visualization by creating maps with relevant information that allows for describing the relations of several factors to a public health problem and thus be able to

define it and provide possible explanations for its spatial distribution and relationships. These overall aims are approached through practical exercises, discussion, reading assignments and group projects.

MPH 7701 Fundamentals of Industrial Hygiene

The course will provide participants with basic practical information to anticipate, recognize, evaluate, and control potential or existing occupational hazards. Participants will be able to define terms and basic regulatory requirements, describe the effects of various chemical, physical, and biological agents and consider appropriate control measures. Also, the attendees will be able to perform basic Industrial Hygiene calculations.

Participants will learn the basics skills and concepts to protect the health and safety of workers through the control of workplace environmental factors which can cause occupational disease. Course topics include recognition and evaluation of chemical, physical, and biological exposures; ergonomic hazards; radiation hazards; thermal stress; ventilation; and programs related to controlling industrial hygiene stressors.

MPH- 7007O International Health and Emergent-Remerging Diseases

This course will focus on a theoretical and practical introduction to international health and emerging-reemerging diseases. The course has five main components: 1) basis of international health; 2) Puerto Rico, US, and international health; 3) impact of the emerging-reemerging diseases; 4) public health surveillance; 5) prevention and control of emerging-reemerging diseases. During the course, students will increase their knowledge and skills in relation for example factors that affect the international health, evolution and dynamic of diseases transmission, biology, and eco-epidemiology of arthropods, assess potential risk in Puerto Rico and US to emerging–reemerging diseases, the development of a system of emerging – reemerging diseases surveillance, prevention, and control of emerging–reemerging diseases.

MPH 7402 Environmental Management and Regulations

This course will provide a description of the federal and state regulatory programs, guidelines and authorities that control environmental health issues. At the same time, it will develop the skills to identify and manage contaminants that might pose an adverse effect to people's health and the environment. The course will teach a variety of techniques that can be used to effectively manage the activities that might pose an adverse effect to our health and environment.

This course will provide a description of the federal and state regulatory programs, guidelines and authorities that control environmental health issues. At the same time, it will develop the skills to identify and manage contaminants that might pose an adverse effect to people's health and the environment. The course will teach a variety of techniques that can be used to effectively manage the activities that might pose an adverse effect to our health and environment.

MPH 7404 Environmental Health Consulting

Environmental health includes the evaluation and control of the environmental factors that can potentially affect health. This course will focus on the analysis and evaluation of environmental issues affecting human health and the environment because of natural and anthropogenic causes. Topics to be discussed include federal and state regulatory programs, guidelines and

authorities that control environmental health issues. The participant will acquire knowledge of the problems associated to surface and groundwater supplies, water pollution and water quality control, private and public sewage disposal, solids and hazardous waste management, food protection, agricultural activities, soil and land-use planning, air pollution, pollution prevention and environmental justice. The course will teach a variety of techniques that can be used to effectively provide consulting in environmental health.

7333 Research Methodology

The purpose of this course is to present the applicable principles and methods in the public health research related disciplines. It supposes a reflexive and critical analysis of the problems and factors to consider in the construction, the development, and the applications of research techniques. The class will work and analyze the use and application of qualitative and quantitative techniques in public health related research projects. The study of diverse methods and techniques will emphasize the design and development of studies in the different public health related disciplines. It intends to prepare the student in the areas related to develop independent investigation.

MPH 7494 Environmental Microbiology

This course will focus on the role of the environment in the transmission of diseases of public health importance. The course will provide some practical laboratory activities to develop skills and techniques for finding and identifying microbes in the environment. It will explore topics including cellular architecture; microbes in terrestrial environments, aero-microbiology; aquatic environment microbiology; environmental sampling collection and analysis; immunological methods; nucleic acid- based methods of analysis; biogeochemical cycling alterations & bioremediation; microorganisms & pollutants degradation; indicators microorganisms; drinking & wastewater systems; food microbiology; and microbes in solid waste systems.

MPH 7474 Statistical Methods in Environmental Health

Environmental statistics is the application of statistical methods to problems concerning the environment. This course provides an overview of statistical methods used for evaluating health effects of environmental contamination. Students will examine and be familiar with data sources available for research in environmental health. The course presents cover methods that are common in environmental epidemiology and some that are unique to this discipline. Students will review the use of standard methods for relating exposure/hazards, disease mapping and clustering techniques, time-series analysis, and modeling. The course focuses on applications in a variety of different areas including air and water pollution, environmental monitoring, and risk assessment.

MPH 6030 Qualitative Methods

This course is intended to introduce qualitative data collection and analysis in global health settings. Through readings, lectures and short field exercises, students will become acquainted with the set of methods most used to collect qualitative data in global health settings. These will include in-depth interviewing, mapping, participant observation, focus groups and systematic methods of qualitative data collection. Such methods are often used for rapid ethnographic

assessment but also useful for conducting community-based participant research. After completing the course students will be able to prepare an interview guide, conduct an in-depth interview, analyze, and write up the results from a qualitative field project.

MPH 7791 Bioterrorism and Public Health

During the course of the studies students will learn about the basics of terrorism, bioterrorism, nuclear or radiological terrorism and the phases of preparation, mitigation and response to an event of terrorism.

MPH 7761 Global Health

The course will introduce students to the main concepts of the public health field and the critical links between global health and social and economic development. Students will get an overview of the determinants of health and how health status is measured. Students will also review the burden of disease, risk factors and key measures to address the burden of disease in cost-effective ways. The course will cover key concepts and frameworks but be very practical in orientation. The course will be global in coverage but with a focus on low- and middle-income countries and on the health of the poor.

MPH 7910 Comprehensive Exam

The Integrative Learning Experience is an integrating experience, requisite for graduation in the Master in Public Health (MPH) degree of Ponce Health Sciences University (PHSU) and for the Council on Education for Public Health (CEPH). It provides an opportunity for students to reflect on, integrate and synthesize the knowledge and skills acquired during classroom and practice experiences, while pursuing their public health degree. The Integrative Learning Experience serves as evidence of compliance with the public health competencies and occurs after the majority of course requirements are completed. The Integrative Learning Experience is a high quality-written product that demonstrates synthesis of competencies (CEPH, personal communication, March 14, 2019; CEPH, personal communication, May 28, 2019). MPH graduates must be able to engage in substantive, logically flowing writing (<https://ceph.org/constituents/schools/faqs/2016criteriafaq/ile/>).

The Integrative Learning Experience approved by the Public Health Program of PHSU consists of a Comprehensive Exam, which will be described in the following sections of this manual. The Comprehensive Exam is taken during the last quarters of the expected graduation date.

The Public Health Integrative Learning Experience process consists of the following steps:

1. Complete general eligibility criteria required for registering in the Integrative Learning Experience.
2. Register for the Integrative Learning Experience.
3. Participate in the Integrative Learning Experience Orientation sessions.
4. Complete the evaluation requirements for the Integrative Learning Experience.

To complete the Public Health Integrative Learning Experience, the student must pass the overall Comprehensive Exam with a grade of C or higher (> 70%).

INTEGRATIVE LEARNING EXPERIENCE COMPETENCIES

The foundational competencies addressed in the MPH's Integrative Learning Experience are based on traditional public health core knowledge areas (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), cross-cutting and emerging public health areas (CEPH, *Accreditation Criteria: Schools of Public Health & Public Health Programs*, p. 17) and include:

- Evidence-based approaches to public health
- Public health & health care systems
- Planning & management to promote health
- Policy in public health
- Leadership
- Communication
- Interprofessional practice
- Systems thinking

Each area has detailed competencies established by the CEPH. In addition, each concentration (General, Environmental and Epidemiology) has specific competencies. The Public Health Program expects that the Integrative Learning Experience will be the occasion to integrate and synthesize these foundational and concentration competencies. Students should refer to Appendix A to identify the specific competencies to be addressed. In addition, a copy of the competencies is provided by the Integrative Learning Experience Coordinator to faculty and students during the Orientation Sessions. The list of competencies is also published on the MPH 7910-*Comprehensive Exam* area on the university's online platform and discussed during the Integrative Learning Experience Orientation Sessions. During the following sections, a detailed description of the Integrative Learning Experience will be provided.

INTEGRATIVE LEARNING EXPERIENCE COURSE PRE-REQUISITES

1. Students must be in good academic standing and have completed most of their coursework before proceeding to register for the Integrative Learning Experience. Students must complete 29 credits of core courses (first year) and at least 15 credits of concentration coursework.
2. Students either must have completed, waived, or are concurrently completing the Public Health Practicum to register for their comprehensive exam.

INTEGRATIVE LEARNING EXPERIENCE LEARNING OBJECTIVE

Upon successful completion of this course, students are expected to demonstrate the integration and synthesis of foundational and concentration competencies through a comprehensive exam.

INTEGRATIVE LEARNING EXPERIENCE REQUIREMENTS

This section describes the MPH 7910- *Comprehensive Exam* course requirements approved by the Public Health Program of PHSU, which consists of a Comprehensive Exam. The Comprehensive Exam requires that students demonstrate mastery over foundational and concentration competencies. Students will prove the ability to integrate and synthesize competencies acquired in their academic program and to apply their knowledge to issues pertinent to the public health profession. The exam should reflect the students' ability to integrate information across the competencies. It is not a retesting of individual courses. The exam consists of foundational and concentration competencies. It will be taken during the last quarters of the second MPH year.

Master in Public Health in International Health

MPH-5101O Fundamentals of Public Health

This is an introductory first year MPH course. The course is designed to cover the basic public health competencies: biostatistics, epidemiology, program planning, behavior change, health communication, environmental health, disparities and cultural competence, leadership and management, health policy, public health ethics and professionalism and systems approaches to public health. Each class will introduce a competency that will be developed further in later public health courses at PHSU. This course will introduce the student to the basic principles and definitions within that competency and show how each is an essential component of the practice of public health. The course is unique in highlighting the interaction between these core competencies and serves as an integrating base for these competencies through application to specific health problems.

MPH-5102O Introduction to Biostatistics

Biostatistics is the development and application of statistical methods, analysis, and interpretation in addressing public health problems. The course is designed to cover principles of biostatistics in the context of public health applications. The topics covered in this course include methods for collecting and summarizing data, methods for evaluating the accuracy of sample estimates and techniques for making statistical inferences.

MPH 5300O Scientific Basis of Health Interventions

The course will introduce students to the scientific basis of global diseases and state-of-the-art (SOTA) interventions. Successful students will obtain a short review of the biology, pathogenesis, and diagnosis of specific diseases but the emphasis will be on strong technical grounding and evidence supporting the major interventions and new tools for disease prevention, control, and case management. The course focuses primarily on communicable diseases and conditions of high global health (family planning, mental health, and nutrition) import with small portion of class effort on interventions for chronic diseases. The course will be global in coverage but with an important focus on the developing world and on the health of the poor.

MPH-5310O Introduction to Environmental Health

This course will focus on ecosystem interrelationships in a comprehensive approach including the most critical human health issues due to natural and anthropogenic causes. Topics to be discussed include surface and groundwater supplies, water pollution and water quality control, private and public sewage disposal, solids and hazardous waste management, food protection and hygiene, agricultural methods and pest management, soil and land-use planning, air pollution, physical hazards, occupational health, and environmental justice. All the topics will emphasize the determination of which tools are most appropriate for use for the specific issue given the prevailing circumstances. Application of scientific knowledge in problem solving and control of external factors that compromise the health and human well-being will be a priority.

MPH-51030 Introduction to Epidemiology

This course will cover the principles of Epidemiology as the basic science applied to public health and prevention. Topics will include mechanisms of disease transmission, indicators of morbidity and mortality, investigation of epidemics, measurement of risk, epidemiological study designs, confounding and bias. Other topics will address the application of epidemiological knowledge to the practice of different levels of prevention.

MPH-62020 Inferential Biostatistics

The course expands on fundamentals of statistical topics applied to Public Health given in the first quarters. The course begins with a presentation of two basic statistical methods: ANOVA and linear regression, followed by the application of basic statistical concepts such as sampling strategies, sample size estimates and non-parametric tests. Students are required to actively participate in class exercises and submit take home exercises at due dates. For in-class exercises students can work in groups of 3-4 students. This is an opportunity to ask questions. In class exercises must be completed within the hour. Students that cannot complete these exercises must submit the completed exercise at the next scheduled class. In class and take-home exercises include SPSS assignments.

MPH-52010 Psychosocial Aspects of Public Health

The course MPH 5201 is designed to develop in the student basic literacy regarding psycho – social concepts and processes that influence health status and public health interventions. It will focus on the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. The course content pretends to introduce the student in the study of the socio-ecological factors responsible for health /related behaviors that lead to morbidity and premature mortality. During the class the student would also be able to analyze the current trends in the psychological, social and community dimensions of health research. The coursework emphasizes the principles of social and environmental factors responsible for healthy behavior.

MPH 54110 Public Health Management

This is an introductory MPH course. The course is designed to cover the basic principles of management theories generally and as applied to public health. The course objectives and public health management competencies will be achieved through sessions on practical management issues: managing people, resources, programs, time, quality as well as application of the

principles of these areas of management to public health problems therefore building skills to become a successful manager required by a public health career.

MPH-55200 Bioethics and Public Health Law

This course will introduce the participant in the evaluation of the values or axiological context in the analysis of Public Health situations and to apply deductive/inductive methodology in the process of solving such dilemmas. It is designed to take into consideration the need to include the Public Health Code of Ethics in the process of the synthesis of the reality in Public Health phenomena. The course is divided into three clusters: Principles of Bioethics, Bioethics in Public Health, and applied Bioethics in Public Health. The course is an experience of dialogue, motivation, description, induction, and skills development.

MPH-56000 Communication and Informatics in Public Health

This course will provide an overview of specialized public health applications such as registries, epidemiological databases, bio surveillance, public health reporting alerts, quality reporting and how to adopt/use of population health functions for electronic health records and consumer functions for personal health records. In addition, this course will address the potential of public health information technology for health promotion and chronic disease prevention.

IHD 9190 Interprofessional Perspectives in Health Disparities

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 levels (i.e.,) Individual, patient-clinician, healthcare system, etc.).

MPHO 78500 – Practicum (200 hrs.)

The Practicum is a two-credit requirement during which the student works a minimum of 100 hours in the field under the supervision of an approved site preceptor. It is intended to provide students with an opportunity to synthesize, integrate and apply practical skills, knowledge and training learned in courses, to gain professional experience in a public health work environment and to work on public health practice projects that are of particular interest.

It is structured as a three-way partnership between the student, PSMHS and a sponsoring agency/organization and each Practicum must be pre-approved, planned, supervised, and evaluated for a student to receive credit. Student plans are guided by a set of course competencies outlined below. For those who are new to the field of public health, the Practicum serves as an important first step in a public health career, introducing the practical skills and experience necessary for a productive and fulfilling career. For students who have had prior work experience, the Practicum provides the opportunity to hone skills or to gain new experience in a different area of specialization.

The Practicum may be done in conjunction with the Culminating Experience in which the knowledge gained through both experiences is integrated to produce a final product. Students

planning to combine their Practicum and Culminating Experience must have their proposals pre-approved by both the Practicum Director and their Faculty Advisor.

During the Practicum, students will be required to use the PSMHS Practicum Website <https://sites.google.com/site/psmpublichealthmphpracticum/> on a regular basis. All the required practicum forms (i.e., Practicum Plan) will be available on this site. In addition, specific departmental materials will be available on this site.

All students completing an international practicum must comply with the University's International Travel Policy, by completing the necessary application and approval forms and receiving approval for travel

MPH 51080 Introduction to International Health

This course will be focusing on some of the theories, models, and methods for the study of international health and global health in the context of the role of the United Nations agencies and the Pan American Health Organization and the World Health Organization. Health (PAHO / WHO) to better understand some of the forces that affect the health and development of countries and how to address them in a systematic way through concrete examples.

MPH 51070 International health, human security, and human rights

This course will explore the history of human security as a term, focusing particularly on the emergence of human security as a category of global governance. It will also explore a range of issues in the broad field of human security, touching on theoretical and practical concerns around climate change, violent conflict, health, and more. Also, this course introduces the relationship between human rights and international health, applying a human rights perspective to public health policies, programs, and practices.

MPH 51090 International Health Integration Project

This course will have the opportunity to elaborate different components of the development of an international health project. The student will learn the use of different simple tools to formulate an idea within a simple conceptual theoretical framework.

MPH 51100 International Health Regulations

This course will have the opportunity to delve into the link between non-communicable diseases (NCDs), development and the effects of trade on public health in relation to food, alcohol, and tobacco, with an emphasis on how trade impacts factors of risk related to noncommunicable diseases. Participants will also have the opportunity to cultivate their skills in understanding trade agreements, and in negotiating and advocating for health considerations in such environments.

MPH 51110 International Health and International Cooperation

This course will analyze cooperation in health based on the foreign policy of the countries, the influence of different governments and its implications for international relations and

cooperation in health; as well as the different types and forms of international cooperation management that enable basic competencies for international health.

MPH-77530 Epidemiology of Infectious Disease

This course presents an epidemiologic survey of infectious diseases of Puerto Rico, the United States and abroad. The course is divided into two parts. The first part includes basic epidemiological and statistical methods used in the prevention, control and identification of major risk factors, vector transmission and etiology of infectious diseases. The second part encompasses detailed discussions of the Epidemiology of selected illnesses such as dengue, HIV/AIDS, sexually transmitted diseases, hepatitis C, malaria, nosocomial infections, tuberculosis, and other selected infectious diseases are included.

MPH- 70070 International Health and Emergent-Remerging Diseases.

This course will focus on a theoretical and practical introduction to international health and emerging-reemerging diseases. The course has five main components: 1) basis of international health; 2) Puerto Rico, US, and international health; 3) impact of the emerging-reemerging diseases; 4) public health surveillance; 5) prevention and control of emerging-reemerging diseases. During the course, students will increase their knowledge and skills in relation for example factors that affect the international health, evolution and dynamic of diseases transmission, biology, and eco-epidemiology of arthropods, assess potential risk in Puerto Rico and US to emerging-reemerging diseases, the development of a system of emerging – reemerging diseases surveillance, prevention, and control of emerging-reemerging diseases.

MPH- 70300 Research Methodology

The course will cover the principles of research methodology by describing methods used in the assessment of public health problems and clinical research. The students learn to set up the rationale for research, selecting an appropriate methodology for collecting, analyzing, and interpreting data and then, communicating the results for scientific publications and to influence health policy.

MPH-70320 Geographic Information Systems

The course introduces basic applications of GIS technology in Public Health. The course is designed to help students develop basic skills in using GIS software applied to public health issues. The course aims to help students develop insight into populations health issues through the application of geographic visualization by creating maps with relevant information that allows for describing the relations of several factors to a public health problem and thus be able to define it and provide possible explanations for its spatial distribution and relationships. These overall aims are approached through practical exercises, discussion, reading assignments and group projects.

MPH-56010 Scientific Writing

This course concentrates on the skills needed for clear and cogent scientific writing, such as needed for grant preparation and peer review journal submission. Students will learn how to structure their paper in logical order, retrieve and summarize key background information,

present results clearly, build persuasive discussion sections paper and finish with credible conclusions within the limitations of the information presented in their paper. Success in the class is dependent on effective presentation of scientific information in their final project. Student-oriented approaches that address common problems such as proper use of grammar and punctuation, using and citing appropriate references and writing text without plagiarizing. will be measured skill sets.

MPH-7434O Risk Assessment

This course is intended to introduce and explain the basics of the risk assessment process and to identify risk assessment benchmarks currently used in environmental and public health. The first series of sessions will cover general concepts of risk assessment, frameworks for risk assessment and risk management and the contributions of public health discipline in the risk assessment. The rest of the course will cover radiological, microbial, chemical risk assessment. The course also presents the Environmental Protection Agency method for risk analysis and how it is using risk analysis as a scientific basis for policy decisions.

MPH 7023O Applied Epidemiology and Surveillance

This course is focused on the planning, development, conduct and evaluation of epidemiologic surveillance systems. It includes selected topics related to surveillance such as history of surveillance, types of surveillance systems, planning a surveillance system, existing sources of health data, development of a data system, the role of geographic information systems for surveillance, management of the surveillance system, data processing and analysis, communicating information for action, evaluation of surveillance systems, legal and ethical issues, and uses of surveillance communications. This class includes a series of lectures, practical sessions to solve computer exercises, visits to the health department and homework.

MPH 7791O Bioterrorism and Public Health

During the course of the studies students will learn about the basics of terrorism, bioterrorism, nuclear or radiological terrorism and the phases of preparation, mitigation and response to an event of terrorism.

MPH 5104O Disaster Epidemiology

The course introduces the foundations and fundamentals of disaster epidemiology. The course begins with a review of basic epidemiological principles and approach to disaster preparedness and impact evaluation. The course reviews the public health impact of natural and man-made disasters. Students are divided into groups of 2-3 students each to prepare a in-depth literature review of a disaster for presentation in a written and oral format submitted on the last day of class in lieu of a final exam. Participation by all students is obligatory for both presentations, and participation in the critique of each presentation.

MPH 7910 Comprehensive Exam

The Integrative Learning Experience is an integrating experience, requisite for graduation in the Master in Public Health (MPH) degree of Ponce Health Sciences University (PHSU) and for the

Council on Education for Public Health (CEPH). It provides an opportunity for students to reflect on, integrate and synthesize the knowledge and skills acquired during classroom and practice experiences, while pursuing their public health degree. The Integrative Learning Experience serves as evidence of compliance with the public health competencies and occurs after the majority of course requirements are completed. The Integrative Learning Experience is a high quality-written product that demonstrates synthesis of competencies (CEPH, personal communication, March 14, 2019; CEPH, personal communication, May 28, 2019). MPH graduates must be able to engage in substantive, logically flowing writing (<https://ceph.org/constituents/schools/faqs/2016criteriafaq/ile/>).

The Integrative Learning Experience approved by the Public Health Program of PHSU consists of a Comprehensive Exam, which will be described in the following sections of this manual. The Comprehensive Exam is taken during the last quarters of the expected graduation date.

The Public Health Integrative Learning Experience process consists of the following steps:

1. Complete general eligibility criteria required for registering in the Integrative Learning Experience.
2. Register for the Integrative Learning Experience. a. Participate in the Integrative Learning Experience Orientation sessions.
3. Complete the evaluation requirements for the Integrative Learning Experience.

To complete the Public Health Integrative Learning Experience, the student must pass the overall Comprehensive Exam with a grade of C or higher (> 70%).

INTEGRATIVE LEARNING EXPERIENCE COMPETENCIES

The foundational competencies addressed in the MPH's Integrative Learning Experience are based on traditional public health core knowledge areas (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), cross-cutting and emerging public health areas (CEPH, *Accreditation Criteria: Schools of Public Health & Public Health Programs*, p. 17) and include:

- Evidence-based approaches to public health
- Public health & health care systems
- Planning & management to promote health.
- Policy in public health
- Leadership
- Communication
- Interprofessional practice
- Systems thinking

Each area has detailed competencies established by the CEPH. In addition, each concentration (General, Environmental and Epidemiology) has specific competencies. The Public Health Program expects that the Integrative Learning Experience will be the occasion to integrate and synthesize these foundational and concentration competencies. Students should refer to Appendix A to identify the specific competencies to be addressed. In addition, a copy of the competencies is provided by the Integrative Learning Experience Coordinator to faculty and students during the Orientation Sessions. The list of competencies is also published on the MPH 7910-*Comprehensive Exam* area on the university's online platform and discussed during the Integrative Learning Experience Orientation Sessions. During the following sections, a detailed description of the Integrative Learning Experience will be provided.

INTEGRATIVE LEARNING EXPERIENCE COURSE PRE-REQUISITES

1. Students must be in good academic standing and have completed most of their coursework before proceeding to register for the Integrative Learning Experience. Students must complete 29 credits of core courses (first year) and at least 15 credits of concentration coursework.
2. Students either must have completed, waived, or are concurrently completing the Public Health Practicum to register for their comprehensive exam.

INTEGRATIVE LEARNING EXPERIENCE LEARNING OBJECTIVE

Upon successful completion of this course, students are expected to demonstrate the integration and synthesis of foundational and concentration competencies through a comprehensive exam.

INTEGRATIVE LEARNING EXPERIENCE REQUIREMENTS

This section describes the MPH 7910- *Comprehensive Exam* course requirements approved by the Public Health Program of PHSU, which consists of a Comprehensive Exam. The Comprehensive Exam requires that students demonstrate mastery over foundational and concentration competencies. Students will prove the ability to integrate and synthesize competencies acquired in their academic program and to apply their knowledge to issues pertinent to the public health profession. The exam should reflect the students' ability to integrate information across the competencies. It is not a retesting of individual courses.

The exam consists of foundational and concentration competencies. It will be taken during the last quarters of the second MPH year.

Doctoral Degree in Public Health (DrPH) in Epidemiology

Program Description

The purpose of the Doctor of Public Health in Epidemiology (DrPH) is to educate professionals with knowledge, skills, and abilities in the development of epidemiological methodology applied to health needs including the identification of risk factors, clinical research, programs

assessment, prevention, protection, and treatment of diseases. These professionals will contribute to the enhancement of public health through analyses and reformulation of laws that impact health on the local, state, and federal levels.

The DrPH is awarded after the successful completion of an interdisciplinary 63-credits curriculum. Students take a comprehensive test at the end of the 2nd year after completing their class work. Original research of a significant contribution to scientific knowledge or epidemiological application in a particular health field must be completed during the final years of the Program.

Program Goals

The Public Health Program Goals are:

Goal 1: Provide research experiences based in public health ethical standards that address the personal and social determinants of health with the purpose of developing and building healthy communities.

Goal 2: Create an academic environment in which students are supported as they attain the knowledge, skills, and competencies of the public health profession.

Goal 3: Encourage and promote public health education within the framework of ethical, social, justice, and professional standards.

Goal 4: Engage with communities, government, and private sectors to reduce social inequities through health promotion and diseases prevention programs.

Admissions Requirements

In evaluating the applicants, emphasis is placed upon integrity, character, academic achievements, motivation, emotional stability, Official Entrance Exam: GRE, PCAT, DAT, or MCAT scores, evidence of health care-related experience, interview reports, letters of recommendation and other information provided by the applicant.

The applicant must:

1. Present evidence of the successful completion of a master's degree in an institution accredited by Postsecondary Institutions of Puerto Rico by a US Department of Education recognized accrediting organization.
2. If the master's degree is not in public health such as a master's degree in education, nursing, biology or others, the student must enroll in 24 credits of MPH pre- requisite courses. The pre- requisite courses can be taken in our Institution or another Public Health School or Program. MPH pre- requisite courses are the following:

MPH pre- requisite courses

Pre-Requisites	Credits
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1st QUARTER

MPH-5101: Fundamentals of Public Health	3
MPH-5102: Introduction to Biostatistics	3
MPH-5103: Introduction to Epidemiology	3
	9 credits

2nd QUARTER

MPH-6202: Inferential Biostatistics	3
MPH-5511: Bioethics and Public Health Law	3
	6 credits

3rd QUARTER

MPH-5310: Introduction to Environmental Health	3
MPH-5201: Psychosocial Aspects of Public Health	3
MPH-5411: Public Health Management	3
	9 credits

TOTAL Pre-Requisites Credits	24 CREDITS
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3. Have a minimum overall GPA of 3.0 (on a 4.0 scale).
4. Submit the following documents:
 - a. Official transcript from graduate degree conferred.
 - b. Curriculum Vitae
 - c. Personal Statement: Why do you want to continue your studies with a degree in public health?
 - d. Experience: Volunteer/ Shadowing/ Research/ Publications/ Previous Work
 - e. Attend an Interview
 - f. Two letters of recommendation:
 - a. One of the letters of recommendation should provide input from people in responsible positions who can comment on your academic, employment or volunteer performance, character, and interest. For undergraduates this often means professors, academic advisors, or employer.
 - b. The other letter must be of someone who is able to assess your advocacy experience. Letters from people that really know you, rather than from people who have impressive titles, are the most valuable. All of them should be written using the format accompanying the application form.
5. Certificate of No Penal Record (Criminal Background Check)
6. Application fee, non-refundable

Upon acceptance, all students are required to submit the following:

- Written confirmation of acceptance

- Deposit of \$100.00 to secure your seat in the entering class.

Other documents will be notified as pertinent.

Application Process

The Application for Admission to the DrPH in Epidemiology must be submitted in PHSU's Web Page.

Deadline to submit a complete application - May 30

Graduation Requirements

Course Requirement

Students must complete all courses within the established time frame. The Program requires a minimum of credits according to the DrPH's curriculum.

Performance Requirement

1. A student must complete each academic year with a minimum grade point average of 3.00. Any student failing to meet a 3.00-point GPA standard of performance or failing on any course will be placed on probation and referred to the Student Promotion Committee.
2. Require courses:
 - A student that failed (obtaining less than B) at any Required course at the end of any quarters:
 - Will be referred by the PHP Track Coordinator for the following classification and/or remedial actions below:
 - Repeat the course when available (only one opportunity will be provided), this is mandatory and not replaceable.
 - Should obtain A or B when repeated.
3. Elective courses:

A student that failed (obtaining less than C) at any Elective course at the end of any quarters:

 - o Will be referred by the PHP Track Coordinator for the following classification and/or remedial actions below:
 - ü Repeat the course when available (only one opportunity will be provided). (This is mandatory and not replaceable)
 - ü Only a maximum of 1 elective course could be repeated.
 - ü Should obtain A or B when repeated.

Comprehensive Examination

Comprehensive Examination must be taken upon completion of the second academic year. All students are required to take and pass the overall Comprehensive Examination with a grade of 80%. Students who pass the overall examination and who complete all DrPH requirements can graduate. Students who do not pass the first opportunity of the Comprehensive Examination

have the opportunity for one retake, within the same quarters. This retake may contain different questions than the first Comprehensive Examination. Any student failing to meet this standard performance will be referred to the Student Promotion Committee.

Doctoral Dissertation Requirement

A Doctoral Dissertation according to the established guidelines with a research proposal defense and Oral Dissertation Defense is required to obtain the Degree of Doctor in Public Health with specialty in epidemiology. All students are required to develop and defend a dissertation to graduate. Students will enroll in a dissertation after approving comprehensive examinations which usually occurs at the beginning of their third year.

Professional Behavior Requirement

Students must conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University.

Grading System

All courses and grades obtained will appear on the student's academic record, including elective courses taken at other institutions.

All departments establish evaluation criteria for the successful completion of courses taught by the department. These criteria are made available to the students at the beginning of the course. It indicates the number of examinations, quizzes, laboratory exercises, grading procedures, and practical tests with their weight. The grading system for graduate students is as follows:

Letter	Grade
A	90-100
B	80-89
C	70-79
F	Below 70
E	Extended
I	Incomplete
IP	In Progress
P	Pass
NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal

Satisfactory Academic Progress (SAP)

Introduction

Satisfactory Academic Progress (SAP) has been established to ensure that the Doctorate in Public Health (DrPH) students complete the academic program within the acceptable time frame and with the expected quality of performance. This policy also ensures that the student financial aid requirements set forth by federal regulations have been met.

The coordinators should evaluate a student's academic progress at the end of each quarter. This document will be revised when the institutional catalog is updated, or before that if necessary.

Scope

This policy applies to all DrPH students enrolled at Ponce Health Sciences University (PHSU).

General Requirements

A. Time Frame for Completion of the Academic Program

A student will have a time frame for completion of the DrPH degree of five (5) years. In some cases, after the academic advising of the track coordinator and authorization of the Public Health Program Associate Dean, the student will be allowed to enroll for another three (3) years beyond the established time frame, for a total maximum time frame of eight (8) years.

The total of 63 credits for completion of a degree include those graduate courses accredited on admission to the Program.

Student Status (Full time, Part time)

"Student Status (full-time or half-time). A student with six or more credits per semester/quarters will be considered a full-time student. A student with three to five credits per semester/quarters will be considered a half-time student and a student with less 3 credits will be considered a less than half time student" (Ponce Health Sciences University Student Policy Manual 2018-2020, (p. 75) & PHSU Catalog 2017-2020, (p. 13)). A student should be enrolled to at least 3 credits to be eligible for financial aid.

B. Completion of the Dr.PH Requirements

1. DrPH Students Progress and Grade Requirements:

Students must complete all courses within the established time frame (maximum of 8 years). The Program requires a minimum of 63 credits.

a. At the Student Promotion Committee (SPC) level:

- A student must complete each academic year with a minimum grade point average of 3.00 (in a 4.0 scale grade). Any student failing to meet 3.00-point GPA standard of

performance at the end of the academic year will be:

- Referred by the Public Health Program (PHP) Associate Dean to the SPC for the following classification and/or remedial actions below:
- ✓ Placed on **probation** and referred by the PHP Associate Dean to the PHSU Student Promotion Committee (PHSU-SPC).
- ✓ Will be sent to academic counseling by the track coordinator and could be provided with a special enrollment with a decreased academic load,
- Failing to the remedial actions consecutively at the SPC level, he/she will be referred by the PHP Associate Dean to the SPC for his/her **dismissal**.

b. At the Public Health Program (PHP) level:

i. Required Courses:

- A student that **failed** (obtaining less than B) at any **Required** course at the end of **any** quarters:
 - Will be referred by the PHP Track Coordinator for the following classification and/or remedial actions below:
 - ✓ Repeat the course when available (only one opportunity will be provided), this is mandatory and not replaceable.
 - ✓ Should obtain A or B when repeated.
 - ✓ Will be sent to academic counseling by the track coordinator and could be provided with a special enrollment with a decreased academic load.
 - Failing to the remedial actions consecutively at the SPC level, he/she will be referred by the PHP Associate Dean to the SPC for his/her dismissal.

ii. Elective Courses:

- A student that **failed** (obtaining less than C) at any **Elective** course at the end of any quarters:
 - Will be referred by the PHP Track Coordinator for the following classification and/or remedial actions below:
 - ✓ Repeat the course when available (only **one** opportunity will be provided). (This is mandatory and not replaceable)
 - ✓ Only a **maximum** of 1 elective course could be repeated.
 - ✓ Should obtain A or B when repeated.
 - ✓ Will be sent to academic counseling by the track coordinator and could be

provided with a special enrollment with a decreased academic load.

- Failing to the remedial actions consecutively at the SPC level, he/she will be referred by the PHP Associate Dean to the SPC for his/her **dismissal**.

2. Integrative Learning Experience (ILE) Grading Requirement

The Integrative Learning Experience (ILE) is graded on a *Pass/Fail* basis, and it is constituted by two requirements: to pass a comprehensive examination at their 2nd year, and to defend and approve a dissertation.

a. Comprehensive Examination

All students are required to take and pass the overall Comprehensive Examination with a grade of 80%. Students who pass the overall examination and who complete all DrPH requirements can graduate. Students who do not pass the first opportunity of the Comprehensive Examination have the opportunity for one retake, preferably within the same quarters but up to one academic year. This retake may contain different questions than the first Comprehensive Examination. Waiting for the retake longer than one quarter will delay the enrollment to DPH 8005 (dissertation).

Students who are not successful on either the first attempt or the retake within the same quarters will need to enroll, when available, at the course(s) were the student failed the competencies. Students who failed these repeated courses will be referred to the Student Promotions Committee for dismissal. Please refer to DrPH-Epidemiology ILE 2020 Manual for details.

b. Dissertation

All students are required to develop and defend a dissertation to graduate. Students will enroll in a dissertation after approving comprehensive examinations which usually occurs at the beginning of their third year. The dissertation process and actions that should be expected to happen during dissertation to be qualified as In-Progress or Pass are available at the following table:

STAGES DOCTORAL DISSERTATION	Year/quarter
Phase No.1 <ul style="list-style-type: none"> • Dissertation Director Assigned <ul style="list-style-type: none"> ◦ Search for the dissertation topic • Compulsory attendance to workshops: <ul style="list-style-type: none"> ◦ Workshop: “Overcoming Obstacles to be Successful in my Doctoral Thesis” (“Superando obstáculos para tener éxito en mi tesis doctoral”) ◦ Workshop: Dissertation Manual ◦ Workshop: Reference search and bibliography at PHSU library database. 	3rd year (1st quarters)

<ul style="list-style-type: none"> ○ Workshop: APA Style references. ○ Workshop: <i>Endnote</i>. ○ Workshop: Plagiarism ○ Workshop: IRB. Provide evidence of having obtained CITI certifications. ○ Development and approval of “Prospectus” (“Prospecto”) ○ Dissertation Committee Formation ○ Sign Release of Responsibility in case of non-approval of the Dissertation Defense form (<i>Hoja de Relevancia de Responsabilidad ante la No Aprobación de Defensa de Disertación</i> - 	
Phase No.2 <ul style="list-style-type: none"> • Development of the Dissertation Proposal <ul style="list-style-type: none"> ○ Justification ○ Literature Review ○ Methodology ○ Bibliography (100 or more) 	3rd year (2nd quarters)
Phase No.3 <ul style="list-style-type: none"> • Development of Dissertation Proposal <ul style="list-style-type: none"> ○ Justification ○ Literature Review ○ Methodology ○ Bibliography (100 or more) 	3rd year, (3rd quarters)
Phase No.4 <ul style="list-style-type: none"> • Turning in documents of dissertation proposal defense two weeks before the established date • Dissertation Proposal Defense • Incorporation of Recommendations • Turning in documents to IRB 	4th year (1st quarters)
Phase No. 5 <ul style="list-style-type: none"> • Data Gathering • Creation and/or management of Data banks 	4th year (2nd quarters)
Phase No. 6 <ul style="list-style-type: none"> • Data Gathering • Creation and/or management of Data banks 	4th year (3rd quarters)
Phase No.7 <ul style="list-style-type: none"> • Data Analysis • Interpretation of Results • Discussion • Conclusions 	5th year (1st quarters)
Phase No.8 <ul style="list-style-type: none"> • Turning in doctoral thesis defense documents two weeks before the established date • Sign the Release of Responsibility upon the Non- 	5th year (2nd quarters)

<p>Approval of Dissertation Form (<i>Hoja de Relevé de Responsabilidad ante la No Aprobación de Defensa de Disertación</i>)</p> <ul style="list-style-type: none"> • Doctoral Thesis (DISSERTATION?) Defense 	
<p>Phase No.9</p> <ul style="list-style-type: none"> • Turning in bound manuscript • Present evidence of an article submits to peer-reviewed and indexed journal. 	<p>5th year (3rd quarters)</p>

Applied Practical Experience (APE) Grading Requirement

To graduate, the student must complete an Applied Practical Experience (APE) course, DPH 7082.

Regardless of the amount or level of prior experience, all DrPH students engage in one or more applied practice experiences in which students are responsible for completion of at least one project that is meaningful for an organization and to advanced public health practice. The meaningful project(s) may be completed as a discrete experience (such as a practicum or internship), qualified workplace activities or integrated into program coursework.

1. The grading for the DPH 7082 (APE) is Pass (P) or Fail (F). Obtaining an F at DPH 7082 (APE) will require you to repeat and/or retake the course(s) when available.
2. If the student fails again to Pass the course, he/she will be referred to the PHSU SPC.
3. The DPH 7082 course-passing grade is independent of the 3.00 GPA average criteria.
4. 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 quarter or it will be replaced by the grade of "F". The "I" (Incomplete) grades are part of the academic record as are the final grades.

Professional Behavior Requirement

The students should conduct themselves in accordance with the norms for professional conduct always set forth by the Ponce Health Science University. In case of unacceptable professional behavior, the corresponding Dean or the Program Chairperson will refer the case to the Promotions Committee. If the recommendation of the Student Promotion Committee is to dismiss the student, the student has the right to follow the appeal process.

In their pursuit for academic, personal, and professional excellence, students at the Ponce Health Sciences University have adopted this Honor Code. The principles of this Honor Code are intended to aid students in maintaining a high level of ethical conduct in concordance with the educational philosophy of our institution. These are standards to enable students to determine

the propriety of their conduct in relation to peers, members of the faculty, administration, and patients.

Principles

- Students have the responsibility to uphold and maintain the highest degree of personal and professional integrity.
- Students are encouraged to seek appropriate counsel if deemed necessary.
- Ethical growth should be coincident with academic growth among the student body.
- To evidence the need to combine personal honor with communal responsibility the following precepts are specifically, but not exclusively, expected to guide the conduct of each member of the Ponce Health Science University student body:
- Each student must work independently and honestly on all examinations.
- Plagiarism is considered a major ethical offense and subject to reprimands and referrals to corresponding committees.
- Each student will be trustful and dutiful in carrying out clinical and academic responsibilities.

The success of the Honor Code depends on the personal integrity, mutual trust, and cooperation of all members of the Ponce Health Sciences University community: students, faculty, and administration.

Commitment to Public Health Philosophy

It is expected that every student be committed to the betterment of our fellow human beings as exposed by the philosophy that governs the Public Health Profession.

Academic Probation and Financial Aid Eligibility

Any student failing to meet the grade requirement might be placed on academic probation for one trimester but will be eligible for financial aid. Students that fail to comply with grade requirements after the prescribed probation time will be referred to the Student Promotion Committee for dismissal from the program.

Appeal Process for Academic and Financial Aid Probation

Academic Issues

Students referred to the PHSU Student Promotion Committee (SPC) will have the opportunity to send a letter to be considered at the meeting with information and details related to this referral. The student also could request to have audience at the meeting with the PHSU-SPC for explaining his/her case.

Students notified that the PHSU Students Promotion Committee (SPC) decided to dismiss them from the DrPH Program, or that he/she must repeat failed courses during the next academic year, will have the right to appeal the decision within five working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will appeal in writing to the Students Promotion Committee (SPC). The letter should include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they would change their initial decision. The SPC has 48 hours to submit its decision to the Associate Dean for Public Health, who will notify the decision to the student.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and time set for the appealing meeting. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Vice President for Academic Affairs or designee. The Vice President for Academic Affairs or designee 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. The decision made by the Vice President for Academic Affairs or designee is final.

Unacceptable Professional Behavior

The Vice President for Academic Affairs or designee or the Vice President for Student Affairs will refer the case to the PHSU SPC. If the recommendation of the SPC is to dismiss the student, the appeal process will include the appointment of an Ad Hoc committee to sustain or change the Vice President for Academic Affairs or designee or the Vice President for Student Affairs decision. After this institutional instance, the student may appeal again to the Vice President for Academic Affairs. The Vice President for Academic Affairs decision is final.

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.

Leave of Absence Policy (LOA)

A student must request from the Registrar's office an LOA at least 30 days prior to the LOA commencement date, unless medical circumstances require immediate authorization (e.g., automobile accident). Personal or medical leave may be authorized when a student is experiencing compelling personal and medical circumstances that are temporarily affecting his/her academic progress. The students must submit a physician's note certifying the medical

problem or reason. The total time of leave cannot exceed 180 days within a 12-month period. A student who fails to return after an authorized LOA will be academically withdrawn and an R2T4 calculation will be performed and subsequently an exit counseling instructional letter will be sent to the student.

Withdrawal Policy

A student that decides to withdraw from the School must submit a letter of resignation to the President stating their reasons for the withdrawal. Once the Dean has accepted the letter of resignation, the student shall proceed as follows:

1. The student must obtain a withdrawal form from the Registrar's Office and fill out the required information about academic program and courses.
2. The student must obtain clearance for withdrawal from the following:
 - a. Library: The Librarian must certify that the student does not have any outstanding debt or have any library materials checked out.
 - b. Finance Office: Must state that the student has no outstanding debts to the School before any other further step is taken.
 - c. Financial Aid Office: Students who have applied for or obtained any kind of financial aid or loan through the School, must attend an exit interview and obtain the signature of the Director of Financial Aid.
 - d. Student Affairs or any other department prescribed at the Clearance form: Students must obtain the signature of each Director or Dean.
 - e. Registrar: After all signatures have been obtained, the Registrar will certify the student's withdrawal and make the proper entry in their records.
 - f. The student must settle all financial obligations with PHSU, or no transcripts or certifications will be issued.
 - g. The withdrawal is allowed until the last day of class (semester/quarters), before starting the final exams.

Enforcement

The President, the Vice President for Academic Affairs and the Vice President for Student Affairs, the Registrar and the Financial Aid Associate Director will receive all pertinent data to ensure proper enforcement of the policies set forth.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition and fees 2023-2024.pdf \(psm.edu\)](https://psm.edu/tuition-and-fees-2023-2024.pdf)

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

*Ponce Health Sciences University reserves the right to increase the tuition or other fees as deemed necessary.

Curriculum

No.1 DRPH EPIDEMIOLOGY CURRICULUM

This curriculum applies to those students who come from a School or Public Health Program accredited by the Council on Education for Public Health (CEPH). **TOTAL DRPH CREDITS is 63 credits.**

If the student comes from a School or Public Health Program **not accredited** by the Council on Education for Public Health (CEPH) they will have **to take the prerequisite course of MPH-5101: Fundamentals of Public Health (3 credits). TOTAL DRPH CREDITS is 63 credits plus 3 credits of prerequisite course.** This course can be taken in our institution or in another School or Public Health Program accredited by CEPH.

DrPH 1 st YEAR	
1 st TRIMESTER	
IHD-919: Inter-Professional Perspectives in Health Disparities	1
DPH 6010: Epidemiological Research Methods	3
DPH 6340: Health Services Administration and Management	3
DPH 7015: Biostatistics for Epidemiology	3
	10 credits
2 nd TRIMESTER	
DPH 6011: Epidemiological Research Methods Application	3
DPH 6350: Planning and Evaluation Health Programs	3
DPH 6253: Survey Questionnaire Design in Public Health; Epidemiology– Test Construction	3
	9 credits
3 rd TRIMESTER	
DPH 6300: Public Health Leadership & Advocacy	3
DPH 7002: Advance Biostatistics	3

DPH 5503: Bioethics in Public Health	3
	9 credits
1st YEAR TOTAL CREDITS	28 CREDITS
DrPH 2nd YEAR	
1st TRIMESTER	
DPH 7047: Epidemiological Data Analysis	3
DPH 7023: Applied Epidemiology and Surveillance	3
DPH 5502: Health Policy	3
	9 credits
2nd TRIMESTER	
DPH 7163: Sampling	3
DPH 6320: Teaching Epidemiology	3
DPH 7184: Demography	3
	9 credits
3rd TRIMESTER	
ELECTIVE	3
ELECTIVE	3
	6 credits
2nd YEAR TOTAL CREDITS	24 CREDITS
52 TOTAL CREDITS AFTER 2nd YEAR OF ENROLLMENT	
APPLIED PRACTICE EXPERIENCE (SUMMER SESSION)	
DPH 7082: CONSULTING PRACTICUM	2
SUBTOTAL	54
ELECTIVES COURSES LIST (6 CREDITS)	
DPH 6203: Clinical Trials	3
DPH 7181: Public Health Education	3
DPH 7143: Epidemiology of Tobacco	3
DPH 6601: Grant Writing in Epidemiology	3
DPH 6103: Epidemiology of Diseases of Major Public Health Importance	3
DPH 7201: Meta-analysis	3
DPH 5601: Writing Papers in Public Health	3
DPH 7073: Epidemiology of Chronic Diseases	3
DPH 7173: Social Epidemiology	3
DPH 6133: Epidemiology of Work-Related Diseases	3

DPH 6153: Epidemiology of Transmissible Diseases	3
DPH 7193: Cancer Epidemiology	3
DPH 6123: Cardiovascular Epidemiology	3
DPH 7113: Mental Health Epidemiology	3
DPH 7200: Bias	3
DPH7103: Genetic Epidemiology	3
DPH 7153: Epidemiology of Arthritis, Autoimmune and Musculoskeletal Disease	3
DPH 5734: Fundamentals of Pathophysiology	3
DPH 7133: Environmental Problems & Solutions in Epidemiology	3
DPH 6330: Health Economics	3
DPH 7123: Laboratory Rotation	3
DPH 6310: Legal Issues in Epidemiology	3
DPH 7024: Toxicology	3
DPH 7043: Injury Epidemiology	3
DPH 7700: Independent Study: Special project	3
DPH 7014: Environmental Epidemiology	3
DPH 7183: Post Market Surveillance	3
DPH 7010: Epidemiology Communicable and Tropical Diseases	3
DPH 7300: Applied Public Health Project	3
INTEGRATIVE LEARNING EXPERIENCE (ILE)	
COMPREHENSIVE EXAM (During 2 nd Year-Between 2 nd and 3 rd Trimester)	0
DrPH 3rd YEAR	
DPH 8005: DISSERTATION	9
TOTAL DRPH CREDITS	63

COURSES	NUMBER OF CREDITS
Required	46
Electives	6
APPLIED PRACTICE EXPERIENCES (APE)	2
INTEGRATIVE LEARNING EXPERIENCE (ILE) (COMPREHENSIVE EXAMINATION)	0
DISSERTATION	9

SEMINARS	0
TOTAL DrPH CREDITS	63

No. 2 DrPh Epidemiology Curriculum

This curriculum applies to those students who their **master's degree is not in public health** such as a master's degree in education, nursing, biology, or others. The student **must enroll in 24 credits of MPH pre- requisite courses**. The pre- requisite courses can be taken in our Institution or another Public Health School or Program.

Once the student has completed and approved the 24 credits of the MPH Pre – Requisites, the student will proceed to take the 63 credits of the DrPH Curriculum in Epidemiology. Upon completion of their doctoral studies, the student will have a total of 87 credits.

MPH Pre-Requisites Courses

1st TRIMESTER	
MPH-5101: Fundamentals of Public Health	3
MPH-5102: Introduction to Biostatistics	3
MPH-5103: Introduction to Epidemiology	3
	9 credits
2nd TRIMESTER	
MPH-6202: Inferential Biostatistics	3
MPH-5511: Bioethics and Public Health Law	3
	6 credits
3rd TRIMESTER	
MPH-5310: Introduction to Environmental Health	3
MPH-5201: Psychosocial Aspects of Public Health	3
MPH-5411: Public Health Management	3
	9 credits
TOTAL Pre-Requisites Credits	24 CREDITS

DrPH Curriculum

DrPH 1st YEAR	
1st TRIMESTER	
IHD-919: Inter-Professional Perspectives in Health Disparities	1
DPH 6010: Epidemiological Research Methods	3
DPH 6340: Health Services Administration and Management	3
DPH 7015: Biostatistics for Epidemiology	3

	10 credits
2nd TRIMESTER	
DPH 6011: Epidemiological Research Methods Application	3
DPH 6350: Planning and Evaluation Health Programs	3
DPH 6253: Survey Questionnaire Design in Public Health; Epidemiology– Test Construction	3
	9 credits
3rd TRIMESTER	
DPH 6300: Public Health Leadership & Advocacy	3
DPH 7002: Advance Biostatistics	3
DPH 5503: Bioethics in Public Health	3
	9 credits
1st YEAR TOTAL CREDITS	28 CREDITS
DrPH 2nd YEAR	
1st TRIMESTER	
DPH 7047: Epidemiological Data Analysis	3
DPH 7023: Applied Epidemiology and Surveillance	3
DPH 5502: Health Policy	3
	9 credits
2nd TRIMESTER	
DPH 7163: Sampling	3
DPH 6320: Teaching Epidemiology	3
DPH 7184: Demography	3
	9 credits
3rd TRIMESTER	
ELECTIVE	3
ELECTIVE	3
	6 credits
2nd YEAR TOTAL CREDITS	24 CREDITS
52 TOTAL CREDITS AFTER 2nd YEAR OF ENROLLMENT	
APPLIED PRACTICE EXPERIENCE (SUMMER SESSION)	
DPH 7082: CONSULTING PRACTICUM	2
SUBTOTAL	54
ELECTIVES COURSES LIST (6 CREDITS)	
DPH 6203: Clinical Trials	3

DPH 7181: Public Health Education	3
DPH 7143: Epidemiology of Tobacco	3
DPH 6601: Grant Writing in Epidemiology	3
DPH 6103: Epidemiology of Diseases of Major Public Health Importance	3
DPH 7201: Meta-analysis	3
DPH 5601: Writing Papers in Public Health	3
DPH 7073: Epidemiology of Chronic Diseases	3
DPH 7173: Social Epidemiology	3
DPH 6133: Epidemiology of Work-Related Diseases	3
DPH 6153: Epidemiology of Transmissible Diseases	3
DPH 7193: Cancer Epidemiology	3
DPH 6123: Cardiovascular Epidemiology	3
DPH 7113: Mental Health Epidemiology	3
DPH 7200: Bias	3
DPH7103: Genetic Epidemiology	3
DPH 7153: Epidemiology of Arthritis, Autoimmune and Musculoskeletal Disease	3
DPH 5734: Fundamentals of Pathophysiology	3
DPH 7133: Environmental Problems & Solutions in Epidemiology	3
DPH 6330: Health Economics	3
DPH 7123: Laboratory Rotation	3
DPH 6310: Legal Issues in Epidemiology	3
DPH 7024: Toxicology	3
DPH 7043: Injury Epidemiology	3
DPH 7700: Independent Study: Special project	3
DPH 7014: Environmental Epidemiology	3
DPH 7183: Post Market Surveillance	3
DPH 7010: Epidemiology Communicable and Tropical Diseases	3
DPH 7300: Applied Public Health Project	3
INTEGRATIVE LEARNING EXPERIENCE (ILE)	
COMPREHENSIVE EXAM (During 2 nd Year-Between 2 nd and 3 rd Trimester)	0
DrPH 3rd YEAR	
DPH 8005: DISSERTATION	9

COURSES	NUMBER OF CREDITS
MPH Pre-Requisites Courses	
MPH Pre-Requisites	24
DrPH CREDITS	
Required	46
Electives	6
APPLIED PRACTICE EXPERIENCES (APE)	2
INTEGRATIVE LEARNING EXPERIENCE (ILE) (COMPREHENSIVE EXAMINATION)	0
DISSERTATION	9
SEMINARS	0
TOTAL DrPH CREDITS	63
TOTAL DRPH CREDITS	63

Course Descriptions

DPH 6010 Epi Research Methods

The course will cover the principles of research methodology by describing methods used in the assessment of public health problems and clinical research. The students learn setting up the rationale for research, selecting an appropriate methodology, collecting data, analyzing data, interpreting the results and then, communicating the results.

DPH 6253 Theory and Tests Construction

The course tries to provide the student with the fundamental knowledge of the construction of tests. They will be examined and practiced on him through a series of exercises the methods to determine the validity and reliability of the tests. The measurement scales will be studied, for example the Likert scale, with emphasis on their role on the measurement of epidemiological data.

DPH 6203 Clinical Trials

The course is intended as an introduction to the rationale, design, conduct, analysis, and presentation of clinical trials. Clinical trial designs will be reviewed, including topics such as Randomization, Blinding, Sample size, Cross-over designs, Funding, Organization, Protocol development, Ethical considerations, Outcomes' measurement, Data management,

Development of Data collection forms, Adherence and compliance, Recruitment, Monitoring of adverse events, Analysis of data and Publication procedures.

DPH 7015 Biostatistics for Epidemiology

The course covers the main biostatistics procedures used by epidemiologists as they apply to specific public health problems. Several topics in the biostatistics analysis of epidemiological data are included such as analysis of categorical data by using cross-tabulation, stratified analysis, multiple linear regression, logistic regression, survival curves and the Cox's proportional hazards regression analysis. The identification and adjustment of confounding and how to handle and interpret interactions between variables by using multiple adjustment procedures are an integral part of this course. This class includes lectures and a large proportion of practical sessions such as in-class computer exercises and homework. The first part of the course includes a review of basic concepts of epidemiology and biostatistics to update and prepare students for the second part of the course that focuses on multivariate analysis.

DPH 6011 Epidemiological Research Methods Applied

The Epidemiological Research Methods Applied is intended to provide an opportunity for Doctor of Public Health (DrPH) students to learn about research that is being done by faculty in the Program and to acquire experience in the various aspects of research as outlined in this document. The intent is to expose the student to as many aspects of public health research as possible through presentations by researchers from the Public Health Program as well as from other departments and institutions. Students are also expected to keep developing literature and data searches, as well as analysis abilities. Students will be required to attend presentations by researchers from the Public Health Program at PHSU as well as researchers from other departments and institutions. These presentations are intended to provide examples of research that is currently running in Puerto Rico and to provide topics that might be of interest for future projects by the students. Besides attending all presentations, students will develop a literature review on examples of how epidemiological studies have provided tools to improve public health.

DPH 7002 Advanced Biostatistical

The class will cover several advanced topics in the statistical analysis of bio-medical data: regression, adjustment for covariates, odds ratios, logistic regression, models for count data and survival analysis.

DPH 6601 Grants Writing in Epidemiology

This grant writing course is designed to acquaint students with the knowledge and effective grant writing skills involved in grant writing for Federal, State, and private competitive funding.

DPH 7163 Sampling

This course covers simple random sampling, sampling for proportions, estimation of sample size, sampling with varying probabilities, types of sampling: stratified, systematic, cluster, double, sequential, incomplete.

DPH 7201 Meta-Analysis

The course initiates with an introduction to meta-analysis. It discusses the strengths and weaknesses of this type of analysis. It continues with the discussion of the concepts that integrate meta-analysis. The students will use the statistical program EPIDAT 3.1 of the Pan-American Organization of the Health (OPS) for practical exercises.

DPH 5601 Writing Papers in Public Health

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

DPH 7173 Social Epidemiology

This course will provide a systematic and selective overview of conceptual approaches and research findings related to the impact of social context on the health of populations. Among the social processes to be examined are social inequities (including those related to socioeconomic position and race/ethnicity), social integration (including social capital, social networks, and support) and the role of residential neighborhood characteristics. Emphasis will be placed on extending the causal chain thought to be associated with patterns of acute and chronic disease to include “upstream” factors that are properties of social context rather than of individuals.

DPH 6133 Epidemiology of Work-Related Diseases

Discusses principal occupational diseases. Examines the relationship between vulnerable populations, work, and health. The aim of this course is to provide the tools needed to identify hazards in the workplace, identify work related diseases and develop a work relative surveillance system.

DPH 6153 Epidemiology of Transmissible Diseases

The purpose of this course is to learn about Transmissible Diseases epidemiology. Study the research methods, outbreak investigations, Transmissible Diseases surveillance and vaccine. We will study infectious diseases like malaria, foodborne diseases, respiratory diseases, and HIV.

DPH 7193 Cancer Epidemiology

This course will introduce students to cancer epidemiology research. We will cover biology and cancer, descriptive epidemiology, and research methods. The principal aim is to provide basic skills to understand major studies, risk factors and public health problems.

DPH 6123 Cardiovascular Epidemiology

This course will cover coronary heart disease, stroke, hypertension, and end stage renal disease. The students study the natural history of the disease, epidemiology, modifiable and non-modifiable risk factors, research methods and the current epidemiological studies in cardiovascular disease.

DPH 7113 Mental Health Epidemiology

This course will cover common measures in mental health research, design, and analysis of group-randomized trials with applications to mental health epidemiology, major mental disorders, and principles of measurement in mental health research.

DPH 7103 Genetic Epidemiology

This course will present fundamental concepts and methods in Genetic Epidemiology. It will review basic terminology of genetics and introduce various genetic epidemiology study designs, covering basic analysis, inferences, plus their strengths and limitations.

DPH 7153 Epidemiology of Arthritis, Autoimmune and Musculoskeletal


This course includes both clinical and classical epidemiology whose overall goal is to improve our understanding of the epidemiology of arthritis, autoimmune and musculoskeletal diseases. The spectrum of projects ranges from descriptive epidemiologic studies to the identification of etiologic risk factors, or the examination of factors predictive of prognosis and outcome in patients with these diseases.

DPH 5734 Pathophysiology and Public Health

Human health problems comprise a wide range of infectious, degenerative, neoplastic, and genetically based disease factors. In addition to these factors, human disease results from a wide range of environmental and socially- caused pathologies.

This course presents the fundamental scientific and biomedical concepts of modern public health problems and explores, in depth, mechanisms and models of the major categories of disease. The biologic principles presented in this course are foundations to developing and implementing public health disease prevention, control, or management programs in the student's future. The course will include lectures, written homework assignments and individual presentations.

DPH 7133 Environmental Problems & Solutions in Epidemiology



This course examines several major environmental problems at global, state, and local levels. We will discuss basic ecological concepts and mechanisms involved and the impact of these phenomenon on ecological systems including effects on animals, plants, and humans. The course will have a strong focus on solutions and strategies to improve the environment at these various scales. Solutions include ones at levels that include policy, personal choice, business practices, innovation, and deepening connection.

DPH 5502 Health Policy

The course discusses the politics of health policy in terms of legislative and executive processes at the state and federal level; key forces involved including economic, social, ethical, and political factors; and central players of importance, including special interest groups, lobbyists, the press, elected officials, legislative staff, and public agencies.

DPH 6300 Public Health Advocacy

This course offers a current and historical overview of the advocacy in public health in Puerto Rico and the USA. The student will develop the tools and the skills to examine new strategies used by public health advocates. The students can evaluate different strategies for public health advocacy in non- governmental organizations.

DPH 6310 Legal Issues in Epidemiology

The purpose of this course is to introduce doctoral students to legal issues in the public health system. Topics to study are legal aspects of health care systems, legal and regulatory issues, patients' rights, institutional liability, basic legal principles, and decisions in public health.

DPH 7024 Toxicology

The purpose of this course is to learn the basic concepts of toxicology. Analyses the effects of toxic substances on humans, animals, and the environment. The students learn about the fundamental laws governing national and foreign chemicals for the prevention of mortality and morbidity resulting from exposure to toxic chemicals.

DPH 7043 Injury Epidemiology

This course provides the skills to interpret and perform injuries epidemiologic research methods. The topics of study are the social cost of injury and magnitude of the injury problem. The students learn how to use epidemiological data in risk assessment and different models.

DPH 5503 Bioethics in Public Health

This course will introduce the participant in the evaluation of the values or axiological context in the analysis of Public Health situations to apply deductive/inductive methodology in the process of solving such dilemmas. Is designed taking into consideration the need to include the Public Health Code of Ethics in the process of the synthesis of the reality in Public Health phenomena.

These are divided into three clusters: Principles of Bioethics, Bioethics in Public Health, and applied Bioethics in Public Health.

The course is an experience of dialog, motivation, description, induction, and skills development.

DPH 7014 Environmental Epidemiology

This course provides the skills to interpret environmental epidemiologic research. The course should prepare students to perform environmental research methods. Topics areas of study are air and water pollutants, radiation, asbestos, lead, pesticides, disease clusters, the built environment, environmental justice, and climate change. The students learn how to use epidemiological and toxicological data in risk assessment and environmental health impact assessment.

DPH 7023 Applied Epidemiology and Surveillance

The purpose of this course is to learn and practice basic epidemiology. Study the methods in surveillance and investigation of health-related states or events. Students will also learn how to use important clinical diseases data or observations and prepare epidemiological actions.

DPH 7010 Epidemiology of Communicable and Tropical Diseases

The purpose of this course is to learn about Communicable and Tropical Diseases. Study the management, prevention, and control of tropical diseases. We emphasize travel clinic, Immunization, STDs, Vector Borne Diseases, Emerging and Re-emerging Diseases, Tuberculosis and Leprosy and Diseases of Contact with Animals.

DPH 6320 Teaching Epidemiology

In this course, students will have the opportunity to examine and plan for the teaching component of the professor role. Several teaching strategies will be used as what are conferences, debates and group discussion and will meet with the teachers Program to explore their methods of teaching, courses preparation and assessment. At the end of the course, students will have a "teaching portfolio" that will have two basic components: Detailed information of the course development and offered and teaching experience.

DPH 7184 Demography – Demographic Techniques

This is an introductory demography and demographic techniques course designed to equip students with the skills needed to collect and analyze demographic data. Areas to be covered include sources of demographic data, population composition, fertility, and reproduction, nuptiality, mortality and life tables, migration, and projections. All students should bring a statistical calculator to all classes and tutorials.

DPH 7200 Bias in Epidemiology

The course starts with an introductory pearl to biases, defining the concept and generalities and then there is an in-depth study of each of the types of biases and biases that occur depending on the type of study design.

DPH 6300 Public Health Advocacy

This course offers a current and historical overview of the advocacy in public health in Puerto Rico and the USA. The student will develop the tools and the skills to examine new strategies used by public health advocates. The students can evaluate different strategies for public health advocacy in non- governmental organizations.

DPH 6340 Heath Services Administration and Management

This course introduces the Puerto Rico and U.S.A health care systems. Explain the history of both health systems. We will examine the components, characteristics and differences of the Puerto Rico and U.S.A health care system and explore current issues confronting both systems.

DPH 7700 Independent Studies – Special Project

This course takes as an intention to present to the students the essentials of the epidemiology, morbidity and mortality measurements, illnesses transmission, outbreak investigations, screenings, design studies, bias that affect the interpretation of the clinical studies and the applications to the health. These topics can be applied to any public health area. The student will realize a review of literature, where will evaluate the designs study, the conclusions, and the application of its results to the populations.

DPH 7123 Laboratory Rotation

Laboratory rotations are essential components of a student in Public Health. These experiences introduce students to specific areas of public health, expose students to specialized techniques and familiarize students with specific projects in the program in anticipation of selection of a research advisor. Students will be evaluated on their attendance, motivation, and interest within the labs as well as their attendance and participation at lab meetings. Students are responsible for learning new techniques, asking questions, and working semi-independently by the end of each lab rotation.

DPH 7183 Post – Marketing Surveillance

It will provide a learning environment in which students will analyze the current policies and guidelines under which pharmaceutical and biological products are developed for human use and regulated while in commerce.

DPH 7181 Public Health Education

Provides an overview of the breadth of programs and diversity of settings in the field of health education, health promotion and to develop skills in program planning. Explains the importance of health behavior as a contributor to current public health problems and the role of health education and health promotion programs in addressing them, drawing examples from the literature on community-based health education, patient education, school health and work-site health promotion. Also discusses issues of ethical standards and quality assurance in health education and health promotion.

DPH 7143 Epidemiology of the Tobacco

The course will utilize a multi-level approach to public health by providing a comprehensive overview of the health effects, history, marketing, politics, and control of tobacco use, combining medical, psychosocial, epidemiological, and economic perspectives to give students a framework for understanding tobacco addiction and its prevention and treatment. This course will provide the foundation for students to begin pursuing a public health career dedicated to diminishing the tremendous toll of tobacco use and addiction in our society through research, teaching and/or public health.

DPH 7300 Applied Public Health Project

Lectures and group discussions focused on the problems, health policy, health indicators, health right and the role of the Governments efforts for health promotion. Student assessment will be based on a group project and a written work of evaluation of public health problems in student interest.

DPH 7710 Journal Club

Journal club provides a forum for discussion and analysis of relevant literature in the field of Public Health and develop critical thinking, presentation, and literature skills.

DPH 7073 Epidemiology of Chronic Diseases

This course discusses the prevalence, incidence, and modifiable and non-modifiable risk factors of chronic diseases in Puerto Rico, USA, and other countries. Topics of study are heart diseases, hypertension, cancer, diabetes, stroke, and renal diseases.

DPH 7083 Consulting Practicum

Each week one or more clients from various disciplines across various hospitals, public and private agencies and universities programs will present the research and statistical issues during class. Open discussions between the consultants and the client will follow the presentation. After the client leaves a lead consultant will be assigned to the project, either on a volunteer basis or by my directive. The lead consultant (and any assistants) will have full responsibility for the subsequent meetings, gathering of information from the client and providing quality statistical consulting services to the client.

DPH 8005 Dissertation Research for DrPH Epidemiology Students

For students who have completed all requirements including credit hours, full-time enrollment, preliminary examination, and any requirement for the doctoral degree and are writing and defending their dissertations. Doctoral Dissertation Preparation courses are restricted to Doctoral students only as indicated by the prerequisites noted above.

Bachelor of Science in Nursing

Program Description

Ponce Health Sciences University (PHSU) has developed a Bachelor of Science Degree in Nursing (BSN) Program offering Direct Entry and Upper Division Entry Options. The 121-credit hour BSN Program is sequentially structured and can be completed in approximately three to five calendar years. The Program, based on the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (October 20, 2008), prepares registered nurses to be providers, designers, leaders, managers, and coordinators of care as well as accountable members of the nursing profession and to pursue graduate-level education.

The Essentials of Baccalaureate Education of Nursing Practice include:

- Liberal Education for Baccalaureate Generalist Nursing Practice

- Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- Scholarship for Evidence-Based Practice
- Information Management and Application of Patient Care Technology
- Healthcare Policy, Finance, and Regulatory Environments
- Inter-professional Communication and Collaboration for Improving Patient Health
- Outcomes
- Clinical Prevention and Population Health
- Professionalism and Professional Values
- Baccalaureate Generalist Nursing Practice

The BSN program also allows individuals to implement evidence-based practice in the delivery of professional nursing care based on higher-level competencies throughout various clinical settings. The evidence-based practice incorporates scientific findings in the delivery of nursing care that includes both theory and practical clinical skills required by the field of nursing to provide leadership and render safe, culturally appropriate patient care to BSN Program Description Ponce Health Sciences University (PHSU) has developed the

Students must complete the 121- credits hours to graduate with the BSN. The Program is sequentially structured and can be completed in approximately three years with full-time enrollment.

Mission

The Mission of the School of Nursing is to prepare ethical, compassionate, and culturally competent nursing professionals to impact the health of the communities we serve, by providing students with a high-quality interprofessional, innovative, and technology-driven global education to improve the health of vulnerable populations by practicing scientific evidence-based clinical care and applying effective promotion, prevention, and intervention strategies.

Vision

The Nursing Program vision statement is future-oriented and supports the Vision of PHSU by aspiring to be recognized for excellence and innovation in education, leadership, advocacy, research, and culturally competent nursing practice.

Goals

The Baccalaureate Nursing Program's goals are to:

- Prepare competent professionals who contribute to nursing by demonstrating leadership and rendering safe, culturally appropriate patient care.
- Prepare nurses with the ability to implement evidence-based practice and innovative technologies to deliver professional nursing care based on higher-level competencies and throughout various clinical settings.

- Prepare graduates to incorporate community-based participatory research findings in the delivery of nursing care.

Philosophy

The Nursing Faculty and Administration support the Guiding Principles of PHSU. They are committed to supporting the core values of the Nursing Program as recommended by the American Association of Colleges of Nursing (AACN) for Baccalaureate Generalist Nursing Practice and the American Nurses Association (ANA) Code of Ethics. Nursing education's core values are based on science and the arts that support providing caring and compassionate patient-centered care. The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent for patients.

The core values of the Nursing Program serve as the foundation of nursing practice at the BSN entry level and are applicable for advanced practice nursing as well. The “caritive values” that guided the curriculum development for the Nursing Program are based on the nursing theorist Jean Watson (2001). The following are the core values shared by the faculty:

- Caring
- Diversity
- Trust
- Ethics
- Excellence
- Holism
- Spirituality
- Evidenced-Based Decision-making
- Patient-Centeredness
- Transformative Power of Technology
- Willingness to Embrace Change

Nursing Program Graduate Outcomes

At the time of graduation from the Nursing Program, nursing students are expected to:

1. Demonstrate a commitment to excellence in professional accountability, leadership, professional behaviors, and responsibility for nursing judgments and actions within a moral, ethical, and legal framework, utilizing the most current information resources with a commitment to continuous professional development.
2. Utilize the most current informatics and technology resources to communicate, manage knowledge, educate, mitigate error, and support decision-making to promote patient safety and quality care services.

3. Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care and improved patient outcomes.
4. Facilitate safe, holistic, and effective patient/family-centered care outcomes through evidence-based research and other science-based, humanities, and research frameworks.
5. Promote a caring culture to provide holistic, compassionate, culturally competent patient-centered nursing care based on a comprehensive and focused health assessment across the lifespan using sound clinical judgment.
6. Evaluate the policy implications on issues of access, equity, affordability, and social justice in healthcare delivery, including the health of vulnerable populations and healthcare disparities.
7. Advocate for patients, families, communities, and the nursing profession, applying values and utilizing an ethical framework, clinical reasoning, and cultural competence.
8. Implement individual and population-focused interventions to promote health and to prevent and manage disease and injuries by identifying threats to safety and developing strategies to minimize the risk of harm to individuals and populations.

Admission Requirements

1. Applicants to the BSN Program must have a recognized high school diploma or
 - General Equivalency Examination (GED), or the equivalent.
2. Applicants must have a general high school GPA of 2.50.
3. High school graduates with a cumulative GPA of 2.40 to 2.49 may be granted conditional admission to the BSN Program at PHSU.
 - a. This classification is for the first year. The student must enroll in general education and core courses and achieve a minimum GPA of 2.50 in courses completed to progress to the second year of the nursing curriculum.
 - b. As soon as the student meets this requirement, conditional admission will be changed to regular access.
4. For admissions as an Upper Division Program, PHSU requires applicants to have a cumulative GPA of 2.5 from accredited schools.
5. Only courses with grades of C or higher can be accepted for transfer. The total of credits, 24, can be transferred after evaluation of the content of the course and are divided as follow:
 - a. 12 credits of nursing courses with C or higher qualifications
 - b. 12 credits of general courses
6. Candidates under 21 must comply with immunizations included in the guidelines from the Puerto Rico Department of Health now of admission. All students must comply with immunizations required by health-related professionals (see immunization policy section).
7. Submit two letters of recommendation from persons not related to you who can speak to your potential to become a registered professional nurse.

8. Must have taken the College Entrance Examination Board (CEEB) or equivalent admission test (SAT), students with 23+ years do not have to meet this admission test requirement.
9. Negative penal records certification is required prior to admission.
10. Read and sign the document Essential Performance Standards in Nursing*
11. A non-refundable US \$25 Application Processing Fee. (Payments are accepted using VISA/MasterCard or Check/Money Order payable to Ponce Health Sciences University).

To apply submit the following admission documents directly to the admissions office:

- a. Admission application in person or on the website
- b. Official High School transcript (s) with degree conferred.
- c. Transfer students must present post-secondary transcripts if applying for Upper Division.
- e. Two letters of recommendation
- f. Results of the Entrance Examination Board (CEEB) or equivalent admission test (SAT)
- g. Negative Penal Record Certification
- h. Evidence of application processing fee payment.

Accepted Students

Upon acceptance, a deposit of US \$100 to secure the seat is required. Once accepted to PHSU, a student will be sent a Letter of Acceptance, Health Form, Welcome Packet, and Visa Form (if required). Assistance is provided to students throughout the enrollment process.

Once students are admitted to the program, they must submit immunization records (see immunization policy section), a physician's report, and a health certificate.

Conditional Admission Student

High school graduates with a cumulative GPA of 2.40 to 2.49 may be granted conditional admission to the BSN Program at PHSU. This classification is for the first year where the student must enroll in general education courses and achieve a minimum GPA of 2.50 in courses completed to progress to the second year of the nursing curriculum. As soon as the student meets this requirement, conditional admission will be changed to regular admission.

Graduation Requirements

To receive a Bachelor of Science Degree in Nursing, every student must fulfill the following requirements:

1. Have attended eight regular trimesters (or received transfer credit equivalent to the first two trimesters, have satisfactorily met all the approved clinical requirements, and have satisfactorily completed all coursework and examinations as required by the faculty.
2. Have met all the requirements for satisfactory academic progress.
3. Received a passing grade on all required examinations.

4. Have shown a behavior considered acceptable to academic instructors and supervisors.
5. Have settled all financial and library obligations with PHSU.

Students who have successfully completed the BSN program and wish to practice in the US are eligible to apply to sit for the NCLEX-RN examination. Each state Board of Nursing has different licensure requirements. The requirements for eligibility to take the NCLEX and to get a license/registration are determined by the board of nursing/regulatory body (BON/RB). If you are interested in information about eligibility and licensure/registration requirements, you should contact the BON/RB where you wish to practice. PHSU School of Nursing will assist you in understanding the requirements.

Grading System

The nursing program defines grades of nursing and support courses based on the following system:

Percentage	Grade	Honor Points
100-90	A	4
89-80	B	3
79-70	C	2
69-60	D	1
W	Withdrawal	
AW	Administrative Withdrawal	
I	Incomplete	
IP	In Progress	
P	Pass	
NP	Not Pass	

All students are required to obtain a minimum cumulative grade point average (GPA) of 2.50. An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the faculty. The student must complete the “I” (Incomplete) by the following trimester or an - “F” will be recorded for that course. The “I” (Incomplete) grades are part of the academic record as are the final grades.

Satisfactory Academic Progress Policy

Satisfactory academic progress is a cumulative measure of a student's performance and includes all periods of the student's enrollment. Both quantitative and qualitative standards are used to evaluate satisfactory academic progress in the BSN Program. Quantitative and qualitative standards are measured every term. Quantitative standards include grades on quizzes, exams, care plans, and other measurement tools.

Qualitative standards for practice, as a registered nurse requires many competencies, such as the functional abilities listed below:

- Ability to see, hear, touch, smell, and distinguish colors
- Ability to speak and write with accuracy, clarity, and efficiency
- Manual dexterity, gross, and fine motor movements
- Ability to learn, think critically analyze, assess, solve problems, and reach sound judgments
- Emotional stability and ability to accept responsibility and accountability

All students must satisfactorily demonstrate these competencies in the didactic, laboratory, and clinical courses throughout their program of studies.

General Requirement

A nursing student will be allowed a maximum time frame of two years of enrollment beyond the standard of three years required to complete the program. Summer enrollment is considered part of the academic year for this measure.

To ensure that a student is making sufficient academic progress to meet the maximum timeframe requirement, the student must complete 67% of all credits attempted. Development and skill courses are included in the timeframe calculation but not in the rate of progress calculation.

This policy also ensures that the Student Financial Aid requirements set forth by federal regulations have been met. The SAP applies to all nursing students enrolled in Ponce Health Sciences University School of Nursing. A student's academic progress is evaluated each quarter of the academic year.

The total years to complete a degree for transfer students include those accredited on admission to the BSN Program.

Time Frame for Completion of the Academic Program

Program	Standard	Maximum
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Bachelor of Science in Nursing	3 Years	5 Years
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Classification of Nursing Students

Nursing students at PHSU are classified for financial aid purposes as follows:

- a. Full-time student - student enrolled in 12 or more credits/quarter.
- b. Half-time student - student enrolled in 6 to 8 credits per quarter.
- c. Part-time student -student enrolled in less than 6 credits per quarter.

Course Requirement

Students must complete ***all courses*** within the established time frame.

Performance Requirement

A student must pass each course. Any student failing to meet this performance standard will be referred to the Students Promotion Committee to determine the action to be taken.

Professional Behavior Requirement

The students must conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University and the corresponding accreditation agencies.

Grade Requirements

Students will not attain Satisfactory Academic Progress and will be referred to the School of Nursing Students Promotion Committee is to be considered for dismissal if any of the following occur:

- Earning an “F” or “WF” in two or more courses in one trimester
- Earning an “F” or “WF” in a nursing course after having had two “F’s” or “WFs”
in previous trimesters
- Earning an “F” or “WF” in the same nursing course taken twice
- Earning less than a 2.50 semester GPA in two consecutive trimesters

Students receiving one “F” in one trimester but having a trimester GPA of 2.5 or greater will be given an academic warning and placed on “Probation”. Students on probation must meet with the Dean of Nursing at the beginning and throughout the trimester.

Appeal Process

Students notified by the Dean of Nursing regarding the decision of the Students Promotion Committee that he/she must repeat failed courses during the next academic year or be dismissed from the nursing program have the right to appeal the decision within five (5) working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will appeal in writing to the School of Nursing Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. The SPC has 48 hours to submit its decision to the Dean of Nursing, who will notify the student's decision.

If the SPC sustains the adverse decision, the student can appeal to the Dean of Nursing. The appeal must be submitted in writing within seven working days of receiving the notification. The Dean of Nursing will evaluate the request and the student's academic record.

The Dean can appoint a three-member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Dean is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Dean of Nursing. The Dean of Nursing 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. The decision made by the Dean of Nursing is final.

The exact process described above will be followed if the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. The Department Chairperson, the Dean of Nursing, or the VP for Student Affairs will refer the case to the SPC. If the SPC recommends dismissing the student, the appeal process described above may be activated.

Suppose an adverse decision is made due to non-academic reasons and the Dean of Nursing sustains the decision after the appeal process. In that case, the student may appeal to the Vice President for Academic Affairs and then to the President.

Financial Aid Eligibility

Financial Aid eligibility is contingent upon satisfactory academic progress. Please refer to the institutional policy on Satisfactory Academic Progress published by the Office of Financial Aid.

Classification of Nursing Students

Nursing students at PHSU are classified for financial aid purposes as follows:

- a. Full-time student - student enrolled in 12 or more credits/quarter.
- b. Three-fourths of students enrolled in 9 to 11 credits/ quarter.
- c. Half-time student - student enrolled in 6 to 8 credits per quarter.

d. Part-time student -student enrolled in less than 6 credits per quarter.

Enforcement

The Office of the Vice President for Student Affairs shall have primary responsibility for overseeing this policy. It will provide all nursing students with a copy of this document upon admission to Ponce Health Sciences University School of Nursing. The President, Vice President for Academic Affairs, the Vice President for Student Affairs, the Dean of Nursing, Registrar, and Financial Aid Manager will receive all pertinent data to ensure proper policy enforcement.

Curriculum

FIRST ACADEMIC YEAR

FIRST QUARTER

COURSE CODE	COURSE DESCRIPTION	CREDITS
NUR 1010	English, Math, University Life Boot Camp	0
CHE 1110	Chemistry for Health Sciences	2
CHE 1111L	Chemistry for health Sciences/LAB	2
ENG 1010	English Composition I	3
BIO 1010	Anatomy and Physiology I	2
BIO 1011L	Anatomy and Physiology I/LAB	2
NUR 2110	Nursing Theory and Practice	3
	TOTAL	14

SECOND QUARTER

ENG 1020	English composition II	3
BIO 1020	Anatomy and Physiology II	2
BIO 1021L	Anatomy and Physiology II/LAB	2
NUR 2120	Foundations of Professional Nursing	3
NUR 2121P	Foundations of Professional Nursing/Clinical Practice and Simulation	2
NUR 2122L	Foundations of Professional Nursing/Laboratory and Simulation	2
	TOTAL	14

THIRD QUARTER

PSY 1010	Introduction to Psychology	3
ENG 1030	Public Speaking	3
BIO 2030	Microbiology for Health Sciences	2
BIO 2031L	Microbiology for Health Sciences/LAB	2
NUR 2310	Health Assessment and Health Promotion	3

NUR 2311L	Health Assessment and Health Promotion/Simulation Laboratory	2
	TOTAL	15

SECOND ACADEMIC YEAR

FIRST QUARTER

COURSE CODE	COURSE DESCRIPTION	CREDITS
NUR 2115	Human Growth and Development Trough the Lifespan	3
MTH 1050	College Algebra	3
NUR 3150	Nursing Research	3
NUR 3122	Nursing Informatics and Globalization	3
NUR 3030	Pathophysiology	3
	TOTAL	15

SECOND QUARTER

MTH 1130	Introduction to Statistics	3
NUR 2320	Pharmacology	3
NUR 2321L	Pharmacology Skills in medications administration/ Simulation Laboratory	2
NUR 3130	Mental Health Nursing	3
NUR 3131P	Mental Health Nursing/Clinical Practice and Simulation	2
	TOTAL	13

THIRD QUARTER

NUR 3120	Medical-surgical nursing I	3
NUR 3121P	Medical-surgical nursing I/Clinical Practice and Simulation	2
NUR 3140	Community Health Nursing and Disaster Preparedness	3
NUR 3141P	Community Health Nursing and Disaster Preparedness/Clinical Practice and Simulation	2
NUR 2330	Nutrition	3
IHD 919	Health Disparities	1
	TOTAL	14

THIRD ACADEMIC YEAR

FIRST QUARTER

COURSE CODE	COURSE DESCRIPTION	CREDITS
NUR 4120	Medical-surgical nursing II	4
NUR 4121P	Medical-surgical nursing II/Clinical Practice and Simulation	3
NUR 3170	Nursing Care of the Childbearing Family	3
NUR 3171P	Nursing Care of the Childbearing Family/ Clinical Practice and Simulation	2
	TOTAL	12
	SECOND QUARTER	
NUR 4140	Critical Care in Nursing	4
NUR 4141P	Critical Care in Nursing/Clinical Practice and Simulation	3
NUR 4030	Pediatric Nursing	3
NUR 4031P	Pediatric Nursing/Clinical Practice and Simulation	2
	TOTAL	12
	THIRD QUARTER	
NUR 4580	Practicum	3
NUR 4581P	Practicum/Clinical Practice and Simulation	3
NUR 4590	Senior Seminar	3
NUR 4040	Leadership and Management	3
	TOTAL	12
	TOTAL	121

Essential Performance Standards in Nursing

Students must be able to perform the functions necessary for the safe practice of nursing and essential to the licensing requirements for nursing, with or without reasonable accommodation, to be admitted to the PHSU Nursing Program. The following are the essential performance standards in nursing:

ISSUE	STANDARD	EXAMPLE
Critical Thinking	Critical thinking ability sufficient for clinical judgment.	Identify cause/effect relationships in clinical situations, develop a nursing care.
Interpersonal	Interpersonal abilities sufficient for interaction with individuals, families, and groups from various social, emotional, cultural, and intellectual backgrounds.	Establish rapport with patients/clients and colleagues.

ISSUE	STANDARD	EXAMPLE
Communication	Communication abilities sufficient for verbal and written interaction with other.	Explain treatment procedures, initiate health teaching, and document and interpret nursing actions and patient/client responses.
Mobility	Physical abilities sufficient for movement from room to room and in small spaces.	Move around in patient's room, workspaces and treatment areas; administer cardiopulmonary procedures.
Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care.	Calibrate and use equipment; position patients/clients.
Hearing	Auditory ability sufficient for monitoring and assessing health needs	Hear monitor alarm, emergency signals, auscultator sounds and cries for help.
Visual	Visual ability sufficient for observation and assessment necessary nursing care.	Observe patient/client responses.
Tactile	Tactile ability sufficient for physical assessment.	Perform palpation, functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter).

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition and fees 2023-2024.pdf \(psm.edu\)](https://psm.edu/tuition-and-fees-2023-2024.pdf) ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

*Ponce Health Sciences University reserves the right to increase the tuition or other fees as necessary.

Course Descriptions

NUR 1010 English, Math, University Life Bootcamp

Required intensive orientation course designed to reinforce and help students develop specific English and Math skills as a prerequisite for the nursing curriculum's English 1010 and Math 1050 courses. In addition, this boot camp will include workshops & seminars aimed to prepare students for college life experiences. This course will be graded as Pass or Fail.

CHE 1110 Chemistry for Health Sciences (2 credits)

This course studies selected general, organic, and biological chemistry topics oriented toward health sciences. Thirty (30) hours of lecture. Pre-requisite: None

CHE 1111L Chemistry for Health Sciences/Laboratory (2 credits)

This course studies selected general, organic, and biological chemistry topics oriented toward health sciences. Thirty (30) laboratory hours. Pre-requisite: None

ENG 1010 English Composition I (3 credits)

This course focuses on developing the student's skill in writing expository prose, using various essay modes and effective essay-writing techniques, emphasizing the conventions of standard written English in academic writing. Forty-five (45) lecture hours. Pre-requisite: Satisfactory score on the English Placement Examination.

BIO 1010 Anatomy and Physiology I (2 credits)

This course focuses on studying organ systems from the perspective of their structure, process, and regulation. This course specifically deals with the language of anatomy and physiology, medical terminology, cells, tissues, integumentary, skeletal system, muscular system, nervous system, and special senses. Thirty (30) hours of lecture. Pre-requisite: none.

BIO 1011L Anatomy and Physiology I/Laboratory (2 credits)

This course focuses on studying organ systems from the perspective of their structure, process, and regulation. This course specifically deals with the language of anatomy and physiology, medical terminology, cells, tissues, integumentary, skeletal system, muscular system, nervous system, and special senses. Thirty (30) laboratory hours. Pre-requisite: none.

NUR 2110 Nursing Theory and Practice (3 credits)

This course focuses on an introduction to nursing education, the nursing process, teaching and learning principles, nurses' current roles in health care, and the historical, ethical, political, social, and legal aspects of nursing. This information is related to the curriculum requirements and career opportunities in nursing. The content also includes an introduction to Benner's model and nursing as a ministry. It provides a fundamental understanding of medical terms and abbreviations. Includes study of prefixes, suffixes, word stems, and technical terms emphasizing proper spelling, pronunciation, and applications. Elementary aspects of the nursing process with particular emphasis on assessment are incorporated. Forty-five (45) lecture hours. Pre-requisite: None

ENG 1020 Composition II (3 credits)

This course focuses on developing the student's reading skills, emphasizing research and critical evaluation of scientific reading. This course also reinforces the student's writing skills by emphasizing expository prose using persuasive argument, cause, and effect, problem-solving, and a fully documented critical research paper. Forty-five (45) lecture hours. Pre-requisite: ENG 1010.

BIO 1020 Anatomy and Physiology II (2 credits)

This course focuses on the detailed study of the anatomy and physiology of body systems using an integrated approach. Systems include the circulatory, lymphatic, respiratory, digestive, endocrine, reproductive, urinary systems, embryo/fetal development, and pregnancy. The course will culminate in understanding the pathophysiology of multiple systems failures commonly seen in aging. Thirty (30) hours of lecture. Pre-requisite: BIO 1010 and BIO 1011L.

BIO 1021L Anatomy and Physiology II/Laboratory (2 credits)

This course focuses on the detailed study of the anatomy and physiology of body systems using an integrated approach. Systems include the circulatory, lymphatic, respiratory, digestive, endocrine, reproductive, urinary systems, embryo/fetal development, and pregnancy. The course will culminate in understanding the pathophysiology of multiple systems failures commonly seen in aging. Thirty (45) laboratory hours. Pre-requisite: BIO 1010 and BIO 1011L.

NUR 2120 Foundations of Professional Nursing Practice (3 credits)

This course is a foundations class that introduces the nursing student to basic principles of nursing science at the baccalaureate level and the professional roles of direct care provider, manager of care, member of the multidisciplinary health care team, as well as an accountable member of the nursing profession, are introduced. Student accountability and commitment as an active participant in the teaching, learning, and evaluation processes are necessary for the successful completion of the course and progression to the next level of nursing course. Forty-five (45) hours of lecture are the requirements of the system. Pre-requisites: NUR 2110, BIO 1010, BIO 1020, BIO 1021L.

NUR 2121P Foundations of Professional Nursing/Clinical Practice and Simulation (2 credits)

This course is a foundations class that introduces the nursing student to basic principles of nursing science at the baccalaureate level and the professional roles of direct care provider, manager of care, member of the multidisciplinary health care team, as well as an accountable member of the nursing profession, are introduced. Student accountability and commitment as an active participant in the teaching, learning, and evaluation processes are necessary for the successful completion of the course and progression to the next level of nursing course. Thirty (60) hours of clinical/simulation hours. Pre-requisite: NUR 2110, BIO 1010, BIO 1020, BIO 1021L.

NUR 2122L Foundations of Professional Nursing/Simulation Laboratory (2 credits)

This course is a foundations class that introduces the nursing student to basic principles of nursing science at the baccalaureate level and the professional roles of direct care provider, manager of

care, member of the multidisciplinary health care team, as well as an accountable member of the nursing profession, are introduced. Student accountability and commitment as an active participant in the teaching, learning, and evaluation processes are necessary for the successful completion of the course and progression to the next level of nursing course. Thirty (45) hours of clinical/skills simulation laboratory experience hours are requirements of the course. Pre-requisite NUR 2110, BIO 1010, BIO 1020, BIO 1021L.

PSY 1010 Introduction to Psychology (3 credits)

This course introduces the student to the scientific study of behavior, principles of motivation, emotions, perception, learning, memory, thinking, personality, and the biological basis of behavior. The course introduces basic concepts of developmental psychology. Forty-five (45) lecture hours. Pre-requisite: none.

ENG 1030 Public Speaking (3 credits)

This course introduces students to the basic skills necessary to succeed in public speaking: preparing and practicing, using verbal and nonverbal communication cues effectively, and giving and receiving constructive criticism. Forty-five (45) lecture hours. Pre-requisite: none.

BIO 2030 Microbiology for Health Sciences (2 credits)

This course addresses the study of microbial life on Earth, including microbial cell biology, growth and metabolism, genetics, diversity and evolution, environmental effects, and the interactions between microorganisms and high forms of life. Emphasis will be placed on the relationship between microorganisms and humans and current efforts to track and control infectious diseases. Thirty (30) hours lecture. Pre-requisite: BIO 1010, BIO 1020, BIO 1021L.

BIO 2031L Microbiology for Health Sciences (2 credits)

This course addresses the study of microbial life on Earth, including microbial cell biology, growth and metabolism, genetics, diversity and evolution, environmental effects, and the interactions between microorganisms and high forms of life. Emphasis will be placed on the relationship between microorganisms and humans and current efforts to track and control infectious diseases. Thirty (45) laboratory hours. Pre-requisite: BIO 1010, BIO 1020, BIO 1021L.

NUR 2310 Health Assessment and Health Promotion (3 credits)

This course presents the basic principles and concepts of assessing clients across their lifespan, moving from wellness to illness. Students will apply concepts from anatomy and physiology and the foundations of practice and health promotion issues and planning—forty-five (45) lecture hours. Pre-requisite or co-requisite: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L.

NUR 2311L Health Assessment and Health Promotion/Simulation Laboratory (2credits)

This course presents the basic principles and concepts of assessing clients across their lifespan, moving from wellness to illness. Students will apply concepts from anatomy and physiology and

the foundations of practice and health promotion issues and planning. Thirty (45) laboratory hours. Pre-requisite or co-requisite: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L.

NUR 2115 Human Development (3 credits)

This course provides an overview of major concepts, theories, and research related to human development through the lifespan from the prenatal period to the end of life. Significant factors that influence individual functioning are explored. This course focuses on the fundamentals of human development from birth to death. The course explores the variety of individual and developmental contexts that influence growth, such as socioeconomic status, culture, genetics, family, school, and society. This course examines biosocial, cognitive, and psychosocial development across the lifespan. Forty-five (45) lecture hours. Pre-requisite: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L

MTH 1050 College Algebra (3 credits)

This course is an introduction to the fundamental concepts of algebra. Concepts covered include linear and quadratic equations and inequalities; Cartesian plane and graphing; polynomial and rational functions; exponential and logarithmic functions; systems of equations and inequalities; matrices; Arithmetic and Geometric Sequences and Series. Forty-five (45) lecture hours. Pre-requisite: none.

NUR 3150 Nursing Research (3 credits)

This course will provide students with research principles, including the structure, methods, ethics, and procedures. Students will explore theory-testing and theory-generating research and the appropriate methodologies for them. Certification in the Protection of human subjects' web-based education from the N.I.H. will be completed by students. Forty-five (45) lecture hours. Pre-requisite: none.

NUR 3122 Nursing Informatics and Globalization (3 credits)

Students utilize the latest healthcare technology to further their understanding of electronic databases, computerized medical records, and medical decision support systems. Students will be exposed to the applications of technology systems in monitoring and treating emerging and chronic disease management and palliative care. Students will demonstrate an advanced understanding of theoretical constructs of human behavior, leadership, organizational dynamics, and epidemiology as applied in case studies of major global health issues and the informatics used in supporting various population databases. Forty-five (45) lecture hours. Pre-requisite: none

NUR 3030 Pathophysiology (3 credits)

This course focuses on the physical and chemical processes within the human body that can lead to disease, injury, or death of an individual. Emphasis is on the adolescent through the elderly lifespan. The student will focus on the human response to altered levels of function related to diseases, formulation of nursing diagnosis, and therapeutic intervention. Forty-five (45) lecture

hours. Pre-requisite NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L

MTH 1130 Introduction to Statistics (3 credits)

This course introduces concepts and applications of data collection, presentation of data, extraction of useful information from data, and the analysis and interpretation of such information. This course focuses on the commonly used statistical techniques applicable to specific healthcare problems and research in the medical field within nursing. Forty-five (45) lecture hours. Pre-requisite: MTH 1050

NUR 2320 Pharmacology (3 credits)

This course provides students with the basic principles of pharmacology and pharmacotherapeutics to prepare them to assume the nurse's role in drug therapy. Specific emphasis will be placed on drug classifications and the most common medications used to treat diseases across the lifespan. Students will learn to utilize internet-based resources for researching pharmaco-therapeutic and herbal/over-the-counter medications. Forty-five (45) lecture hours. Prerequisite or Co-requisite: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L

NUR 2321L Pharmacology Skills in Medications Administration/Simulation Laboratory (2 credits)

This course provides students with the basic principles of pharmacology and pharmacotherapeutics to prepare and support the role of the nurse in drug therapy. Specific emphasis will be placed on drug classifications, interactions, and the most common medications used to treat diseases across the lifespan. Students will learn to utilize internet-based resources for researching pharmaco-therapeutic and herbal/over-the-counter drugs. Forty-five (45) simulation experience laboratory hours. Pre-requisite: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L.

NUR 3130 Mental Health Nursing (3 credits)

This course teaches students to apply and integrate the concepts of therapeutic communication and therapeutic use of self within the context of the nurse-client relationship. This course focuses on the nursing care of individuals and families with mental health issues throughout their lifespan. Mental wellness is viewed concerning client education, growth, and development. Consideration of cultural, ethical, and spiritual influences concerning mental health issues is emphasized. Nursing students will focus on integrating clients' biological, psychosocial, cultural, and spiritual needs with moderate to severe emotional problems. Forty-five (45) lecture hours. Pre-requisite: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L

NUR 3131P Mental Health Nursing (2 credits)

This course teaches students to apply and integrate the concepts of therapeutic communication and therapeutic use of self within the context of the nurse-client relationship. This course focuses on the nursing care of individuals and families with mental health issues throughout their lifespan. Mental wellness is viewed concerning client education, growth, and development. Consideration of cultural, ethical, and spiritual influences concerning mental health issues is emphasized. Nursing students will focus on integrating clients' biological, psychosocial, cultural, and spiritual needs with moderate to severe emotional problems. Thirty (60) clinical/simulation experience hours. Pre-requisite: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L.

NUR 3120 Medical Surgical I (3 credits)

This course prepares the nursing student to care for clients in various healthcare settings across the lifespan. The course is comprised of didactic and clinical components. The didactic portion provides the student with the theoretical foundation of nursing practice, and the clinical component allows the student to practice the art and science of nursing in acute settings such as hospitals, locations such as hospitals, clinical care centers, as well as community settings such as long-term care and primary care clinics. As case reports demonstrate, students must demonstrate the ability to think critically utilizing knowledge from life and social sciences and humanities. Forty-five (45) lecture hours. Pre-requisite: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L.

NUR 3121P Medical Surgical I/Clinical Practice and Simulation I (2 credits)

This course prepares the nursing student to care for clients in various healthcare settings across the lifespan. The course is comprised of didactic and clinical components. The didactic portion provides the student with the theoretical foundation of nursing practice, and the clinical component allows the student to practice the art and science of nursing in acute settings such as hospitals, locations such as hospitals, clinical care centers, as well as community settings such as long-term care and primary care clinics. As case reports demonstrate, students must demonstrate the ability to think critically utilizing knowledge from life and social sciences and humanities. Thirty (60) clinical/simulation experience hours. Pre-requisite: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L

NUR 3140 Community Health and Disaster Preparedness (3 credits)

Students will apply the principles of population health and epidemiology in individual and family case studies and disaster scenarios. Students will discuss disease prevention in the context of emerging global diseases and within the constraints of personal and national financial resources. Forty-five (45) lecture hours. Pre-requisite: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L, NUR 3130, NUR 3131P, NUR 3120, NUR 3121P

NUR 3141P Community Health and Disaster Preparedness (2 credits)

Students will apply the principles of population health and epidemiology in individual and family case studies and disaster scenarios. Students will discuss disease prevention in the context of emerging global diseases and within the constraints of personal and national financial resources. Sixty (60) clinical/simulation experience hours. Pre-requisite: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L, NUR 3130, NUR 3131P, NUR 3120, NUR 3121P

NUR 2330 Nutrition (3 credits)

This course builds upon the psychology of human behavior, physiology, and biochemistry to provide the student with a foundation of knowledge in nutrition science. Students will apply these principles to individuals in designing plans for healthy growth and development across the lifespan and to population issues such as obesity and chronic diseases. Forty-five (45) lecture hours. Pre-requisite: BIO 1010, BIO 1011L, BIO 1020, BIO 1021L, CHE 1110, CHE 1111L,

IHD 919 Health Disparities

This course is designed to provide a general overview of gaps in health outcomes associated with health disparities. 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 at multiple system levels (individual, patient-clinician, healthcare system, etc.).

NUR 4120 Medical Surgical II (4 credits)

Students will gain experience working with adults in the acute care setting and the families of acutely ill individuals. Clinical experience will include palliative and end-of-life care. Students will be expected to plan, implement, and evaluate comprehensive care plans, including principles of pharmacology, nutrition, pathophysiology, and psycho-social aspects of care. The student will also provide individualized client and family education to the specific client's situation. Sixty (60) conference hours. Pre-requisite: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L, NUR 3130, NUR 3131P, NUR 3120, NUR 3121P

NUR 4121P Medical Surgical II/Clinical Practice and Simulation I (4 credits)

Students will gain experience working with adults in the acute care setting and the families of acutely ill individuals. Clinical experience will include palliative and end-of-life care. Students will be expected to plan, implement, and evaluate comprehensive care plans, including principles of pharmacology, nutrition, pathophysiology, and psycho-social aspects of care. The student will also provide individualized client and family education to the specific client's situation. Ninety (90) simulation/clinical experience hours. Pre-requisite: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L, NUR 3130, NUR 3131P, NUR 3120, NUR 3121P

NUR 3170 Nursing Care of the Childbearing Family (3 credits)

This course presents the principles, concepts, and clinical support to care for clients and their families during childbearing. The health processes of pregnancy, labor, delivery, and post-partum periods, as well as selected high-risk or unhealthy processes, are presented. Emphasis is placed upon normal physiology and pathophysiology as the basis for clinical decision-making in obstetric patients' care in ambulatory and acute care settings. Forty-five (45) lecture hours. Pre-requisite: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L, NUR 3130, NUR 3131P, NUR 3120, NUR 3121P, NUR 4120, NUR 4120P

NUR 3171P Nursing Care of the Childbearing Family/Clinical Practice and Simulation (2 credits)

This course presents the principles, concepts, and clinical support to care for clients and their families during childbearing. The health processes of pregnancy, labor, delivery, and post-partum periods, as well as selected high-risk or unhealthy processes, are presented. Emphasis is placed upon normal physiology and pathophysiology as the basis for clinical decision-making in obstetric patients' care in ambulatory and acute care settings. Sixty (60) clinical/simulation experience hours. Pre-requisite: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L, NUR 3130, NUR 3131P, NUR 3120, NUR 3121P, NUR 4120, NUR 4120P

NUR 4140 Critical Care in Nursing (4 credits)

This course prepares nursing students for clinical practice as registered nurses at the bachelor's degree level. The student will assume the nurse manager/ clinical leader role using a systems framework and critical thinking strategies. Based on current leadership and management theories, the course emphasizes leadership, management, and ethical decision-making in delivering health care in diverse, multicultural settings. Nursing students may spend additional hours in their chosen specialty field whenever possible. Sixty (60) conference hours. NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L, NUR 3130, NUR 3131P, NUR 3120, NUR 3121P, NUR 4120, NUR 4120P

NUR 4141P Critical Care in Nursing/Clinical Practice and Simulation (3 credits)

Clinical practice allows the student to intervene in critical professional nursing interventions with adults who present pathophysiological alterations. With an emphasis on estimation skills and diagnostic reasoning based on scientific and humanistic knowledge of acute and chronic pathophysiology that requires critical care. The concepts of leadership, clinical judgment, systematic thinking, diversity, ethical and legal responsibility, research, patient and family education, and collaborative problem management are integrated and emphasized in the course. Ninety (90) simulation/clinical experience hours. NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L, NUR 3130, NUR 3131P, NUR 3120, NUR 3121P, NUR 4120, NUR 4120P

NUR 4030 Pediatric Nursing (3 credits)

Clinical practice allows the student to intervene in critical professional nursing interventions with adults who present pathophysiological alterations. With an emphasis on estimation skills and diagnostic reasoning based on scientific and humanistic knowledge of acute and chronic pathophysiology that requires critical care. The concepts of leadership, clinical judgment, systematic thinking, diversity, ethical and legal responsibility, research, patient and family education, and collaborative problem management are integrated and emphasized in the course. Forty-five (45) conference hours. NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L, NUR 3130, NUR 3131P, NUR 3120, NUR 3121P, NUR 4120, NUR 4120P

NUR 4031P Pediatric Nursing/ Clinical Practice and Simulation (2 credits)

Clinical practice allows the student to intervene in critical professional nursing interventions with adults who present pathophysiological alterations. With an emphasis on estimation skills and diagnostic reasoning based on scientific and humanistic knowledge of acute and chronic pathophysiology that requires critical care. The concepts of leadership, clinical judgment, systematic thinking, diversity, ethical and legal responsibility, research, patient and family education, and collaborative problem management are integrated and emphasized in the course. Sixty (60) simulation/clinical experience hours. NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L, NUR 3130, NUR 3131P, NUR 3120, NUR 3121P, NUR 4120, NUR 4120P

NUR 4580 Practicum (3 credits)

This course aims to provide the student with the opportunity to function as a contributing member of the inter-professional team and collectively apply the knowledge, practice, and skills acquired in previous courses. Students will provide care to a safe, evidence-based, patient-centered caseload and focus on promoting positive patient outcomes. Emphasis is placed on demonstrating professional behaviors, communication that supports information exchange, collaboration, conflict mediation, ethical comportment, and practical leadership skills. Forty-five (45) conference hours. Pre-requisite: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L, NUR 3130, NUR 3131P, NUR 3120, NUR 3121P, NUR 4120, NUR 4120P

NUR 4581P Practicum/Clinical Practice and Simulation (3 credits)

This course allows the senior-level nursing student to integrate and apply previously learned skills and knowledge in the graduate nurse role and prepare for professional responsibilities and employment. The student will participate as a pre-licensed preceptor member of the healthcare team within their chosen specialty practice with guidance from faculty mentors and will assume responsibility for a group of clients under the direct supervision of a qualified Registered Nurse. Students will use critical thinking skills throughout their experience as advocates, leaders, and patient care managers. Specialty areas of nursing practice include Medical-Surgical, Critical Care, Emergency, Parent-Child including OB/GYN and NICU, Pediatrics, Mental Health, and Community Health. Ninety (90) simulation/clinical experience hours. NUR 2110, NUR 2120, NUR 2121P, NUR

2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L, NUR 3130, NUR 3131P, NUR 3120, NUR 3121P, NUR 4120, NUR 4120P

NUR 4590 Senior Seminar (3 credits)

Application of advanced concepts and skills for developing the professional nurse's roles in complex nursing situations with adult clients/families in structured settings. Emphasis is given to judgment and professional values relating to the roles of provider of patient-centered care, patient safety advocate, and health care team member. The components of the nursing process will be used to enable the students to provide care and for the development of the professional nurse's roles in complex nursing situations with adult clients/families in structured settings. Emphasis is given to judgment and professional values within a legal/ethical framework. Forty-five (45) conference hours. Pre-requisites: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L, NUR 3130, NUR 3131P, NUR 3120, NUR 3121P, NUR 4120, NUR 4120P

NUR 4040 Leadership and Management (3 credits)

This course prepares nursing students for clinical practice as registered nurses at the bachelor's degree level. The student will assume the role of nurse manager/clinical leader. The course emphasizes the leadership, management, and ethical decision-making process in delivering health care in diverse, multicultural settings. Forty-five (45) conference hours. Prerequisite: NUR 2110, NUR 2120, NUR 2121P, NUR 2122L, NUR 2120, NUR 2121P, NUR 2122L, NUR 2310, NUR 2311L, NUR 2320, NUR 2321L, NUR 3130, NUR 3131P, NUR 3120, NUR 3121P, NUR 4120, NUR 4120P

Master of Science in Nursing in Family Nurse Advanced Practitioner (MSN/FNP)

Program Description

PHSU has developed an innovative, advanced practice nursing program. The 60-credit hour MSN/FNP Program is sequentially structured and can be completed in approximately 1.5 years with full time enrollment. The Program curriculum is based on the American Association of Colleges of Nursing (AACN) Essentials for Master's Education for Advanced Practice Nursing and Clinical /Practice Learning Expectations for Master Programs. FNP's serve as the primary health care providers in many settings. The advanced practice component of the program focuses on developing the knowledge and skills necessary to deliver nursing care to people of all ages across primary care settings, including those in rural and under-served areas. FNP graduates are prepared for advanced clinical practice that involves individuals and families throughout the lifespan and across the health continuum promoting quality and safety, advocating for diverse patient populations and agents of change for healthier communities.

The Master Program provides individuals with the ability to implement evidenced-based practice in the delivery of professional nursing care based on higher-level competencies throughout a variety of clinical settings. Evidence-Based practice incorporates scientific findings in the delivery of nursing care that includes both theory and practical clinical skills required by the field of nursing to provide leadership and render safe, culturally appropriate patient care. The Nursing Program consists of lectures, skills lab, and clinical practicums. The clinical practicum occurs in a variety of settings including long-term care facilities, acute care hospitals and community-based agencies including public health departments, primary care offices, private clinics, and schools.

The nursing program coordinates the practicum experiences with each affiliated agency so that nursing students have exceptional experiences appropriate to each advanced nursing practicum. Students will be supervised in all practicums by experienced program faculty, centers preceptors and other mentors in the field. The arrangements are contractual, requiring a clear understanding of expectations among all individuals who participate, including students.

Mission

The **Mission of the SON** is to prepare ethical, compassionate, and culturally competent nursing professionals to impact the health of the communities we serve. By providing students a high-quality interprofessional, innovative, and technology-driven global education to improve the health of vulnerable populations by practicing scientific evidence-based clinical care and applying effective promotion, prevention, and intervention strategies.

Vision

The Nursing Program vision statement is future-oriented and supports the Vision of PHSU by aspiring to be recognized for excellence and innovation in education, leadership, advocacy, research, and culturally competent nursing practice.

Graduate Outcomes

1. After successfully completing the MSN/FNP degree, graduates will be able to:
2. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
3. Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery.
4. Implement evidence-based plans based on trend analysis and quantify the impact on quality and safety.
5. Demonstrate self-insight and professionalism through on-going analysis of the therapeutic use of self.
6. Apply crisis intervention models to patients based on the analysis of data and evidence-based practice related to actual and potential mental health deviations.
7. Provide safe, cost-effective nursing care in collaboration with members of the health care team recognizing the changing focus of mental health care from inpatient to community-based care.
8. Enhance leadership in the field of nutrition education and behavior change in a variety of settings.
9. including individual, community and policy.
10. Practice safe, high quality advanced nursing care based on concepts and knowledge from nursing and related disciplines.
11. Strengthen the knowledge of self as an advanced practice nurse in caring for pediatrics, adolescents, adults, older adults, families, and communities when promoting quality and safe standards of care.
12. Embrace the relationship of the NP's role components critical to primary healthcare including power, negotiation, collaboration, advocacy change, ethics quality assurance, evidence-based competence, and professionalism.
13. Apply leadership skills and decision making in the provision of culturally responsive, high quality nursing care, health care team coordination, and the oversight and accountability for care delivery and outcomes.
14. Analyze current and emerging technologies to support safe practice environment and to optimize patient safety, cost effectiveness and health outcomes.
15. Apply business and economic principles and practices, including budgeting, cost/benefit analysis, and marketing strategies to develop a business plan.
16. Participate in the design and implementation of new models of care delivery and coordination.

Admission Requirements

1. Have obtained a Bachelor of Science in Nursing degree from an accredited institution of higher education.
2. Have completed the following undergraduate prerequisites courses:

Courses	Credits
Introduction to Nutrition	2
Human Anatomy and Physiology	3

Microbiology with Lab	4
Human Growth and Development	3
Introduction to Statistics	3

3. Provide results of the Nursing Admission Test (Health Education Systems, Inc.) or equivalent graduate examination.
4. Evidence of at least a year of experience in nursing clinical practice.
5. Evidence of a valid Registered Nurse (RN) license.
6. Evidence of active membership in the College of Professional Nursing of Puerto Rico (CPEPR).
7. Submit a 500-word written essay indicating your interest in family nurse practitioner.
8. Provide an updated Professional Resume.
9. Read and sign the document of Essential Performance Standards provided by the Office of Admissions.

General Admission Requirements

Applicants must submit the following documents to the Admissions Office:

1. Complete the On-line Admission Application.
2. Send the university transcript with the conferred bachelor's degree.
3. Have a minimum cumulative GPA of 2.75 in a 4.0- Point Scale.
4. Demonstrate English and Spanish proficiency in speaking, reading, and writing.
5. Complete an interview with the Admission Committee.
6. Submit two certified letters of recommendation (faculty and supervisor).
7. Submit the results of the criminal background check.
8. Send a non-refundable US \$85 Application Processing Fee.

The deadline to submit a complete application is May 30

Graduation Requirements

To receive the MSN Degree in Family Nurse Practitioner, nursing students must fulfill the following requirements:

- Have satisfactorily met all the approved clinical requirements.
- Have satisfactorily completed all course work requirements with a minimum overall GPA of 3.00.
- Have received the recommendation of the nursing faculty as presented to the Promotion Committee.
- Demonstrated no serious deficiencies in ethical, professional, or personal conduct as outlined in the University Code of Conduct.
- Compliance with all the legal and financial obligations with the University as stated in the General Catalog.

Grading System

Final course grades are given based upon the traditional 4-point letter system as follows:

Grade	Equivalent	GPA Points
A	90 - 100	4.00
B	80 - 89	3.00
C	70 – 79	2.00
F	Below 70	0.00

The administrative notations are as follows:

Letter	Equivalent
P	Pass
E	Extended
I	Incomplete
NP	No Pass
IP	In Progress
W	Withdrawal
AW	Administrative Withdrawal
TR	Transfer

Satisfactory Academic Progress Policy

Introduction

A Satisfactory Academic Progress (SAP) Policy has been established to ensure that the Master of Science in Nursing (MSN) students complete the academic program within the acceptable time frame and with the expected quality of performance. This policy also ensures that the student financial aid requirements set forth by federal regulations have been met. A student's satisfactory academic progress is evaluated at the completion of each term.

Scope

The SAP policy applies to all MSN full time students enrolled in the School of Nursing of Ponce Health Sciences University (PHSU).

General Requirements

Time Frame for Completion of the Academic Program

A student will be allowed a maximum time frame of 2.0 years of enrollment beyond the standard of 2.0 years required for the completion of the MSN Program.

Time Frame for Completion of the Academic Program

Program	Standard	Maximum
Master of Science in Nursing	2.0 years	4 years

Classification of MSN Students

Graduate students with an academic load of six credits or more per trimester are considered full time MSN degree students. Students with an academic load of less than six credits per trimester are classified as part time MNS degree students.

The SAP policy applies to all students. Any full- time student who does not complete the degree within the established time frame (4years), is not eligible for federal financial aid during any extended time. Summer enrollment is considered part of the academic year for the purposes of this measure.

Completion of the MSN Requirements

Course Requirement

Students must complete all courses within the established time frame. The Program requires a minimum of 60 credits to obtain the MSN degree. For transfer students, the total years for completion of a degree include those years accredited on admission to the MSN Program.

Performance Requirement

A student must pass all theoretical and clinical courses. A student must complete each trimester with a minimum grade point average (GPA) of 3.00. Any student failing to meet this standard of performance will be placed on academic warning and referred to the Nursing Student Promotion Committee (N-SPC). If the student fails to obtain SAP on two consecutive occasions the student will be suspended from eligibility to Title IV funds (Direct Loans and Campus Base Programs). A Title IV student can regain eligibility if the student follows the Appeal Procedure and receives probation status.

Grade Requirement

To graduate, the student must complete all requirements and achieve a minimum grade point average (GPA) of 3.00 in scale of 4.00 point. Students receiving one "F" in one trimester but have a trimester GPA of 3.0 will be given an academic warning. Students on academic warning must meet with the Associate Dean of Nursing at the beginning and throughout the trimester.

Students who don't attain Satisfactory Academic Progress will be placed on academic probation and referred to the N-SPC for dismissal, if any of the following occurs:

- Earning an "F" in two or more courses in one trimester
- Earning an "F" in a nursing course after having had two "F" s" in previous trimesters.
- Earning an "F" in the same nursing course taken twice

- Earning less than a 3.0 GPA in two consecutive trimesters
- Courses with “F” grades will remain on record after they are successfully repeated, but only the new grade (s) will be used to compute the grade point average.

An “I” (Incomplete) Grade could be assigned following the Institutional Incomplete Grade Policy. The student must remove the “I” (Incomplete) by the following quarter or it will be replaced by the grade of “F”. The “I” (Incomplete) grades are part of the academic record as are the final grades. Nursing courses not offered at PHSU in each term could be taken at another institution only with permission and approval of the Associate Dean of Nursing and the Vice President for Academic Affairs. Students can transfer only courses with B grades.

Professional Behavior Requirement

MSN students must conduct themselves in accordance with the code of conduct and discipline set forth by the MSN program, the ethics and integrity policies of Ponce Health Science University and the corresponding accreditation agencies. Any violation will be referred to the N-SPC.

Commitment to Nursing Values

It is expected that the actions of the nursing students be guided by the “caritive values” of the nursing profession which include Caring, Diversity, Trust, Ethics, Excellence, Holism, Spirituality, Evidenced-based Decision Making and Patient-Centeredness (Jean Watson, 2001). Students are exposed to these values through the MSN Program.

Academic Warning and Financial Aid Eligibility

Any student failing to meet the program’s requirement (s) in one academic term might be placed on academic warning for one trimester, still eligible for Federal Financial Aid. Students that fail to comply with any program requirement after the prescribed warning time will be referred to the N- SPC for dismissal from the MSN program and suspended from the Title IV program eligibility.

Appeal Process for Academic Dismissal and Title IV Suspension

Students who are notified by the Associate Dean of Nursing regarding a decision of the N-SPC that they are placed on academic warning or are dismissed from the MSN Program, have the right to appeal the decision within five (5) working days after receiving the notification. The appeal or due process presented below should be followed:

The student will appeal in writing to the N-SPC. The letter should include new evidence or special circumstances that affected his/her performance. The Committee will evaluate the information submitted by the student to determine if it would change the initial adverse decision. The N-SPC has 48 hours to submit its decision to the student and the Associate Dean for Nursing.

If the N-SPC sustains the adverse decision, the student has the right to appeal to the Associate Dean of Nursing. The appeal must be submitted in writing within seven working days after

receiving the last notification. The Associate Dean of Nursing will evaluate the student appeal. If the Associate Dean of Nursing sustains the N-SPC decision, the student, if does agree with the decision, may appeal to the Dean of Academic Affairs. The Dean of Academic Affairs may appoint a three- member Ad-Hoc Committee to re-evaluate all evidence.

If an Ad-Hoc Committee is appointed, it will notify the student in writing the date and time set to the appeal meeting. The student may have the opportunity to be interviewed by the Committee. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Dean of Academic Affairs. The Dean of Academic Affairs may consider the Ad-Hoc Committee recommendation and will make the final decision within forty-eight (48) hours. The final decision is reported to the student in writing.

If the student obtains a reversed dismissal, he will be placed on academic probation for one trimester. This student is on probation standing and is eligible for Federal Financial Aid. The same process described above will be followed in the case of an adverse decision for non-academic reasons, such as unacceptable professional behavior or violation of the code of conduct. The Associate Dean of Nursing will refer the case to the N-SPC. If the recommendation of the N-SPC is to dismiss the student, the appeal process described above may be activated.

Reinstatement of Financial Aid

Federal Financial Aid eligibility is contingent upon satisfactory academic progress. Students must refer to the institutional policy on financial aid eligibility published by the Office of Financial Aid. It is the student's responsibility to request reinstatement of financial aid to the Manager of the Office of Financial Aid.

Enforcement of the Policy

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

The Vice President for Academic Affairs, the Associate Dean of Nursing, the Registrar, and the Financial Aid Associate Director will receive all pertinent data to ensure proper enforcement of the SAP policy here set forth.

Curriculum

The MSN curriculum is sequentially structured and comprised of 60 graduate credits that can be completed in five trimesters with full-time enrollment.

First Trimester

CODE	COURSE TITLE	CREDITS
NUR 5030	Pathophysiology Across the Lifespan for Advanced Practice Nursing (First 7-Week Course)	3
NUR 5040	Physical Assessment for Advanced Practice Nursing (First 7-Week Course)	3
NUR 5050	Professional Transitions—Advanced Practice Nursing (2nd 7-Week Course) -2 lecture/2 Nursing Skills/Sim Lab	4
NUR 5220	Clinical Pharmacology for Advanced Practice Nursing (2nd 7-Week Course)	3
Total		13

Second Trimester

CODE	COURSE TITLE	CREDITS
NUR 5200	Diagnostic Reasoning for Advanced Practice Nursing	3
NUR 5130	Research Process and Evidence-Based Advanced Practice	3
NUR 5400	Advanced Practice Nursing in Primary Care Mental Health-2 lecture/2 clinical (112 hours)	4
NUR 5230	Nutrition for Advanced Practice Nursing	3
Total		13

Third Trimester

CODE	COURSE TITLE	CREDITS
NUR 5410	Advanced Practice Nursing in Primary Care Adolescents and Adults-3 lecture/2 clinical (112 hours)	5
IHD 919	Interprofessional Perspectives in Health Disparities	1
NUR 5420	Advanced Practice Nursing in Primary Care Pediatrics-2 lecture/2 clinical (112 hours)	4
Total		10

Fourth Trimester

CODE	COURSE TITLE	CREDITS
NUR 5430	Advanced Practice Nursing in Primary Care Older Adults/Chronic Illness-3 lecture/2 clinical (112 hours)	5

NUR 5450	Advanced Practice Nursing in Primary Care Perinatal-2 lecture/2 clinical (112 hours)	4
NUR 5460	Advanced Practice Nursing in Primary Care Critical Care-3 lecture/2 clinical (112 hours)	5
Total		14

Fifth Trimester

CODE	COURSE TITLE	CREDITS
NUR 5470	Advanced Practice Nursing in Primary Care Community Health-2 lecture/2 clinical (112 hours)	4
HCS 5230	Business Management, Informatics and Decision Making	3
NUR 5500 or NUR 5530	Advanced Practice Nursing Leadership and Management or Theoretical Education Frameworks and Instructional Strategies in Nursing Education	3
Total		10
Total Credits		60

Clinical Training for FNP Students

Clinical training begins after the student has: (1) successfully completed the Physical Assessment for Advanced Practice Nursing course (2) complied with all clinical requirements, including immunization documentations, (3) successfully completed prerequisite core course work, and (4) received the appropriate clearance to attend the clinical practicum from the FNP program.

The clinical requirements and supporting documents for practicum must be submitted prior to beginning the first advanced clinical nursing course. These include the following:

1. *Annual Standard Precautions (Bloodborne Pathogens - BBP) Training*

All students are required to participate in BBP training annually. All students must attend the specified safety orientation, and successfully complete blood - borne pathogen training prior to being allowed into clinical work. Students are expected to acquaint themselves with the location and contents of manuals, Minimum Safety Data Sheets (MSDS), and posted notices related to Blood-Borne Pathogens. Additional information about this process is in the Clinical Practicum Handbook.

2. *HIPPA Training*

All students are subject to the US Department of Health and Human Services "Privacy Rule" contained in the Health Insurance Portability and Accessibility Act (HIP AA) of 1996. This federal law is designed to guarantee patient confidentiality and protects against the

misuse or inappropriate disclosure of individually identifiable health information. As part of the clinical experience, students are allowed access to protected health information as necessary to provide patient care. Completion of the HIPAA Education Module is required prior to enrollment in clinical courses and annually thereafter. Illegal disclosure of patient confidential information is grounds for dismissal from the Nursing Program and carries the possibility of legal action.

3. *CPR Certification*

Submit the signed front and back copy of your card to the Nursing Program. CPR cards must be renewed before the due date for clinical requirements and may not come due for renewal at any time during the semester.

4. *Health Insurance*

Provide a copy of your current health insurance card or proof of coverage. If your name is not included on the card, you will be asked to submit a letter from your insurance company verifying your coverage. At any time should your coverage change, please copy and provide updated information.

5. *Immunization and Tuberculosis Testing*

Ponce Health Sciences University (PHSU) adheres to the CDC norms on adult immunization. The Office of Student Affairs is responsible for maintaining the documentation of student immunization and PPD status. Immunization requirements are:

- Hepatitis B: All nursing students are required to have been immunized against Hepatitis B. Such immunization consists of a series of three injections that should be completed prior to or as soon as possible after matriculation. Students who are not in compliance may be barred from participation in clinical activities at the discretion of the Associate Dean's Office.
- Rubella: Rubella immunity via history or documented vaccine or serological titer is required before a student will be allowed to participate in clinical activities.
- Rubeola: Rubeola immunization is required for all students born after 1957. Students must provide physician documentation of receipt of two doses of vaccine or serologic evidence of immunity before a student will be allowed to participate in clinical activities.
- Mumps: Mumps immunization is required. A physician documented history of immunization or documented evidence for immunity (serologic titers) is required before a student will be allowed to participate in clinical activities.

**Rubella, Rubeola and Mumps requirement is filled by 2 doses of MMR at least on year apart.*

- Polio, Tetanus, Diphtheria: Students should be current in immunization against polio, tetanus, and diphtheria. It is required before a student will be allowed to participate in clinical activities.
- Varicella: Students with a history of varicella should have it documented. Students without a history of varicella must have a titer for varicella antibody determined. Students with a negative titer are recommended to undergo varicella immunization. Non-immune students will not be permitted on some clinical services, specifically Pediatrics Nursing.
- Influenza: Students should have the influenza vaccine before entering the clinical clerkships. It will be available at a reasonable cost at PHSU Outpatient Clinic. PHSU requires annual tuberculin (intra dermal) testing for actively enrolled students. Evaluation and management of nursing students with positive tests or those whose test becomes positive during nursing school will be evaluated through the PHSU outpatient clinic.

These requirements may vary according to the Centers of Disease Control (CDC) recommendation. (*Refer to the Institutional Student Handbook*)

6. *Professional Liability Insurance*

All Nursing students need to have Malpractice/Liability Insurance. The coverage required is a policy that provides \$1,000,000 for each medical incident and \$3,000,000 aggregate. Additional information about this will be provided to each student prior to the first clinical course.

7. *Alcohol, Tobacco, Illicit Drug and Violence*

PHSU prohibits the abuse of alcohol within the academic community. The possession, distribution or use of illegal drugs is ground for immediate sanction, including dismissal. Smoking is prohibited on school grounds. Violence is not tolerated within the academic community or in the school or affiliated facilities. (Refer to the institutional policy in the PHSU I Catalog, the Student Policy Manual).

Essential Performance Standards

Students admitted to the MSN are expected to complete clinical course requirements that prepare them to perform essential job functions as advanced nurse practitioners. The practice of nursing is an applied discipline with cognitive, sensory, affective, and motor components. Students must be able to perform the functions which are necessary for the safe practice of nursing and essential to the licensing requirements for nursing with or without reasonable accommodation, to be admitted to the Nursing Program. If any of these functional abilities change after admission, it is your responsibility to inform the Associate Dean of Nursing to determine how/if appropriate and reasonable accommodation can be made.

These essential functions include, but are not limited to, the following:

Function	Standard	Example
Critical Thinking	Critical thinking ability sufficient for clinical judgment	Identify cause/effect relationships in clinical situations, develop nursing care plans.
Interpersonal	Interpersonal abilities sufficient for interaction with individuals, families, and groups from various social, emotional, cultural, and intellectual backgrounds	Establish rapport with patients/clients and colleagues
Communication	Communication abilities sufficient for verbal and written interaction with others	Explain treatment procedures, initiate health teaching, and document and interpret nursing actions and patient/client responses
Mobility	Physical abilities sufficient for movement from room to room and in small spaces	Move around in patient's room, workspaces and treatment areas; administer cardiopulmonary procedures
Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	Calibrate and use equipment; position patients/clients
Hearing	Auditory ability sufficient for monitoring and assessing health needs	Hear monitor alarm, emergency signals, auscultatory sounds and cries for help
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	Observe patient/client responses
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter)

Course Descriptions

NUR 5030 Pathophysiology Across the Lifespan for Advanced Practice Nursing (3 Credits) (Co Requisite: NUR 5040, Physical Assessment for Advanced Practice Nursing)

This course focuses on advanced pathophysiological processes across the lifespan, incorporating the use of clinical reasoning skills to distinguish alterations across multiple physiological systems. In approaching disease as disordered physiology, this course analyzes the mechanism(s) of production of symptoms and signs of different disease states. A major focus is the recognition that advanced practice nursing includes the understanding of the mechanism(s) underlying the disease and clinical manifestations so that rationale, evidenced-based therapies can be devised. Appropriate screening and diagnostic laboratory evaluation methods are part of the framework of this course.

NUR 5040 Physical Assessment for Advanced Practice Nursing (3 credits) (56 clinical hours; Pre-Requisite /Co-Requisite: NUR 5030, Pathophysiology Across the Lifespan for Advanced Nursing Practice)

This course builds on the student's knowledge and skills of physical assessment providing the student with knowledge and clinical experience in advanced health assessment of diverse clients across the life span. Within the context of the advanced practice role, interaction of developmental, biopsychosocial, and socio-cultural constructs is emphasized as the student acquires and analyses relevant data for the development of a comprehensive and holistic assessment. A major focus is on the symptom/health problem assessment and selection and interpretation of screening and diagnostic tests in order to formulate a differential diagnosis. Students learn a framework in theoretical perspectives, empirical documentation, and experienced-based practical knowledge within a case-based advanced practice.

NUR 5050 Professional Transitions Advanced Nursing Practice (5 credits) (112 hours Nursing Skills/Simulation Laboratory)

This course introduces a framework for acculturation into advanced-practice professional nursing for foreign-educated physicians. Emphasis is on differences and similarities of the physician role and the advanced practice nurse. Historical and contemporary social forces relevant to advanced-practice nursing will be explored with an emphasis on the development and role of the nurse practitioner. Focus is on knowledge and understanding of the American Nurses Association (ANA) Code of Ethics, the American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculties (NONPF) and the legal parameters governing advanced-practice nursing.

NUR 5130 Research Process and Evidenced-Based Advanced Practice (3 Credits) (Pre-Requisites: Introduction to Statistics, NUR 5050 Professional Transitions Advanced Practice Nursing- Co-Requisites: NUR 5040, Physical Assessment for Advanced Practice Nursing)

This course will provide a baseline for the research process at an advanced level applying a variety of methods used for evidenced-based practice improvement through synthesis of the literature, comparison of qualitative vs quantitative research and program evaluation/outcomes. Action research and quality improvement will be explored through critical analysis of each and the

application of statistical analysis software and interpretation of findings. Fundamental principles of the research process including cultural and ethical considerations will be reviewed. Students will search and critically appraise nursing research studies.)

NUR 5200 Diagnostic Reasoning for Advanced Practice Nursing (3 Credits) (Pre-Requisite: NUR 5030 Pathophysiology Across the Lifespan for Advanced Practice Nursing, NUR 5040 Physical Assessment for Advanced Practice Nursing, NUR 5050 Professional Transitions Advanced Practice, NUR 5220 Clinical Pharmacology for Advanced Practice Nursing)

This course focuses on selected clinical diagnostic laboratory and imaging tests and procedures. Emphasis is placed on the process of diagnostic reasoning to enable the identification of problems and make accurate differential diagnoses of acute and chronic physical and mental illnesses in the primary care setting. The use of technology and electronic medical records are important components of this course.

NUR 5220 Clinical Pharmacology for Advanced Practice Nursing (3 Credits) (Pre-Requisite: NUR 5030 Pathophysiology Across the Lifespan for Advanced Practice Nursing, NUR 5040 Physical Assessment for Advanced Practice Nursing)

This course focuses on developing an advanced knowledge base of the clinical application of advanced pharmacology and pharmacotherapeutics for common disease conditions across the lifespan. Principles of clinical pharmacology, therapeutics, pharmacokinetics, and drug metabolism will create a framework for evidenced-based pharmacological decision making for advanced practice nursing related to individual patient characteristics, (e.g., age, culture, ethnicity, gender). The legal aspects of prescribing will be fully addressed.

NUR 5230 Nutrition for Advanced Nursing (3 Credits) (Pre-Requisites: Undergraduate Nutrition Course)

This course focuses on nutritional therapy which incorporates the use of anthropometric, biochemical, and clinical data to determine nutritional status. Students will apply these principles to individuals by designing and prescribing nutrition plans for healthy growth and development across the lifespan and to population issues such as obesity and chronic diseases. The role of counseling geared towards the clinical management of specific conditions, and follow-up care as appropriate to ensure patient compliance and success of the nutrition intervention will be discussed in their relationship to advanced practice nursing.

NUR 5400 Advanced Practice Nursing in Mental Health: Advanced Practice Nursing in Mental Health (4 Credits-112 Clinical Hours; Co-Requisites: NUR 5200 Diagnostic Reasoning for Advanced Practice Nursing)

This course emphasizes the development of advanced practice nursing skills in meeting the mental health needs of individuals, families, groups, and communities throughout the lifespan. Cultural, ethical, and spiritual influences in relation to mental health is considered. Students work in partnership with patients to assess, detect and treat actual/potential mental health problems incorporating developmental assessment, crisis intervention, pharmacological management, and

biological therapies. Evidenced-based practices, research, diversity, ethics, and legal issues are integrated in this course.

NUR 5410 Advanced Practice Nursing in Primary Care and Adults (5 Credits, including 112 hours of Clinical Experience; Pre-requisites: NUR 5030 Pathophysiology Across the Lifespan for Advance Practice Nursing, NUR 5220 Clinical Pharmacology for Advanced Practice Nursing, NUR 5200 Diagnostic Reasoning for Advanced Practice Nursing)

This course continues to expand the application of advanced practice nursing theories, research findings, skills, and interventions, including pharmacological management, and diagnostic principles specific to the role of the Family Nurse Practitioner. The course focuses on developing advanced practice nursing skills providing primary care services to adolescents, adults, and older adults with acute and chronic complex health need across the care continuum and consideration of their families/care givers. Cultural, ethical, and spiritual influences and evidenced-based practices, research, diversity, ethics, and legal issues are integrated in this course. Development of protocols and algorithms for intervention and management with emphasis on health maintenance is emphasized.

NUR 5420 Advanced Practice Nursing in Primary Care Pediatrics (4 Credits; Pre-Requisites: NUR 5030 Pathophysiology Across the Lifespan for Advance Practice Nursing, NUR 5220 Clinical Pharmacology for Advanced Practice Nursing, NUR 5200 Diagnostic Reasoning for Advanced Practice Nursing)

This course continues to expand the application of advanced practice nursing theories, research findings, skills, and interventions, including pharmacological management, and diagnostic principles specific to the role of the Family Nurse Practitioner. The course focuses on developing advanced practice nursing skills providing primary care services requiring the student to demonstrate integration, synthesis and application of assessment, diagnosis, and management of pediatric patients with acute and/or stable chronic health conditions. This course emphasizes collaborative partnerships with patients, family, and interprofessional teams. Cultural, ethical, and spiritual influences and evidenced-based practices, research, diversity, ethics, and legal issues are integrated in this course. Development of protocols and algorithms for intervention and management with emphasis on stressors affecting the child on the health-illness continuum is emphasized.

NUR 5430 Advanced Practice Nursing in Primary Care Older Adults/Chronic Illness (5 credits, including 112 hours of clinical experience; Pre-requisites: NUR 5030 Pathophysiology across the Life span, NUR 5200 Diagnostic Reasoning for Advanced Practice Nursing, NUR 5220 Clinical Pharmacology for Advanced Practice Nursing)

This course continues to expand the application of advanced practice nursing theories, research findings, skills, and interventions, including pharmacological management and diagnostic principles specific to the role of the Family Nurse Practitioner. The course focuses on developing

advanced practice nursing skills providing primary care services requiring the student to demonstrate integration, synthesis, and application of assessment, diagnosis, and management of the older adult with acute and/or stable chronic condition. This course emphasizes collaborative partnerships with patients, family and interprofessional teams. Cultural, ethical, and spiritual influences and evidenced-based practice, research, diversity, ethics, and legal issues are integrated in this course. Development of protocols and algorithms for intervention and management.

NUR 5450 Advanced Practice Nursing in Primary Care Perinatal/Women's Health (4 Credits-including 112 hours of clinical experience; Pre-requisites: NUR 5030 Pathophysiology Across the Life span for Advanced practice nursing, NUR 5200 Diagnostic Reasoning for Advanced Practice Nursing)

This course continues to expand the application of advanced practice theories, research findings, skill, and interventions, including pharmacological management and diagnostic principles specific to the role of the Family Nurse Practitioner. The course focuses on developing advanced practice nursing skills providing primary care services requiring the student to demonstrate integration, synthesis and application of assessment, diagnosis, and management of perinatal/women's health throughout their lifespan focusing on gynecological health. This course emphasizes collaborative partnerships with patient, family, and interprofessional teams within a collaborative practice. Cultural, ethical, and spiritual influences and evidenced-based practice, research, diversity, ethics, and legal issues are integrated in this course. Development of protocols and algorithms for intervention and management.

NUR 5460 Advanced Practice Nursing in Primary Care Critical Care (4 credits, including 112 hours of clinical experience; Pre-requisites: NUR 5030 Pathophysiology Across the lifespan for Advanced Practice Nursing, NUR 5220 Clinical Pharmacology for Advanced Practice Nursing, NUR 5200 Diagnostic Reasoning for Advanced Practice Nursing).

This course continues to expand the application of advanced practice theories, research findings, skill, and interventions, including pharmacological management and diagnostic principles specific to the role of the Family Nurse Practitioner. The course focuses on developing advanced practice nursing skills providing primary care services requiring the student to demonstrate integration, synthesis and application of assessment, diagnosis and management of individuals and families experiencing critical alterations of various body systems. The American Association of Critical Care Nurses (AACN) Synergy Model serves as the theoretical foundation of the course. This course emphasizes collaborative partnerships with patient, family, and interprofessional teams within a collaborative practice. Cultural, ethical, and spiritual influences and evidenced-based practice, research, diversity, ethics, and legal issues are integrated in this course. Development of protocols and algorithms for intervention and management are reviewed and developed.

NUR 5470 Advanced Practice Nursing Community Health (4 credits, including 112 hours of clinical experience; Pre-Requisites: NUR 5030 Pathophysiology Across the Lifespan for Advance Practice Nursing, NUR 5220 Clinical Pharmacology for Advanced Practice Nursing, NUR 5200 Diagnostic Reasoning for Advanced Practice Nursing)

This course continues to expand the application of advanced practice nursing theories, research findings, skills, and interventions, including pharmacological management, and diagnostic principles specific to the role of the Family Nurse Practitioner. The course focuses on developing advanced practice nursing skills providing primary care services requiring the student to demonstrate integration, synthesis and application of assessment, diagnosis, and management of individuals and families in community-based settings. This course emphasizes collaborative partnerships with patient, family, and interprofessional teams within a collaborative practice. Cultural, ethical, and spiritual influences and evidenced-based practices, research, diversity, ethics, and legal issues are integrated in this course. Protocols and algorithms for population-based intervention and management are reviewed and developed including disaster, terrorism, and emergencies.

HCS 5230 Healthcare Informatics, Business Management and Decision Making (3 Credits Pre-Requisites: NUR 5030 Pathophysiology Across the Lifespan for Advance Practice Nursing, NUR 5200 Diagnostic Reasoning for Advanced Practice Nursing)

This course focuses on business management, planning and decision making for advanced practitioners based on healthcare information technology within various healthcare organizations. Technology provides a framework to understand the types of information systems prevalent in healthcare organizations, understand the ramifications of health data standards and the evaluation of specific strategies. Business concepts and management strategies are discussed related to maintaining quality and controlling costs. The influence of economics and fiscal policy on resource management and allocation on decision making is integrated throughout the course.

NUR 5500 Advanced Practice Nursing Leadership and Management (3 Credits; Co- Requisites: HCS 5230 Business Management, Informatics and Decision Making)

This course continues to expand the application of advanced practice nursing theories, research findings, management, skills, and interventions, including pharmacological management, and diagnostic principles specific to the role of the Family Nurse Practitioner. The course focuses on developing organizational and systems leadership for the advanced practice nurse. This course emphasizes leadership, collaborative partnerships, communication, negotiation, team functioning, conflict resolution, and scholarship. Students will analyze the social, cultural, political, legal, regulatory, and ethical factors affecting the role of nursing management in local, national, and international environments.

NUR 5530 Education Frameworks and Instructional Strategies in Nursing Education (3 Credits)

This course will provide the framework for understanding theories, philosophies, and strategies of teaching and learning that influence nursing education. Principles of adult education, teaching/learning theories, learning styles and the use of technology in relation to nursing education will be explored throughout the course. Students will have the opportunity to explore their own methods of learning and develop their own philosophy of education. Ethical, legal and ethnicity issues related to students will be emphasized.

Tuitions and Fees

For more details of PHSU tuition and fees please refer to: [Tuition and fees 2023-2024.pdf \(psm.edu\)](#)

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

*Ponce Health Sciences University reserves the right to increase the tuition or other fees as deemed necessary.

Dental Medicine Doctor (DMD)

Mission

The Mission of the Ponce Health Science University-School of Dental Medicine is to prepare culturally competent, excellence-driven, ethical dental practitioners with empathy and academic preparation to provide dental care to underserved populations. In order to accomplish this, the school is committed through a curriculum design to four interrelated activities: teaching, research, patient care, and service. Development and discovery, dissemination, and use of knowledge toward the enhancement of oral health is a major component of our mission.

Vision

Shaping oral health education to improve people's lives; both at individual and community levels in collaboration with other health professionals.

Dental Education Program Goals

The School of Dental Medicine commits to its Mission by adopting the following Goals to guide its future decisions:

- To provide dental students with a high-quality educational curriculum that integrates evidence-based knowledge in biomedical, dental, and behavioral sciences and the necessary clinical skills to become competent and ethical professionals.
- To deliver patient-centered, comprehensive oral care to underserved populations, including those with special needs such as the disabled and elderly within our community.
- To enhance recognition of the institution's commitment to excellence in basic and clinical research, scholarship, and creative pursuits, supporting existing investigators and recruiting new highly qualified researchers.
- To promote and support continuous education to faculty and staff to achieve excellence in education and service.

Graduate Profile

Our General Dentistry graduates will be competent in the practice of assessing, preventing, and treating diseases of the oral cavity for patients of all ages, including people with special needs, within the scope and context of primary dental care. General Dentists work within the broader general healthcare system, including professionals in Dentistry, Medicine, Nursing, Pharmacists, Psychologists, and many others. For that reason, SDM will prepare our graduates with ethical and interprofessional skills by providing an integrated curriculum with all five schools of PHSU. Our graduate's competencies align within these five areas:

Critical Thinking

Evaluate and integrate biomedical, epidemiological, and behavioral fundamental principles and research outcomes using critical thinking for evidence-based clinical practice. Graduates will recognize how determinants of health may affect individual and population oral healthcare outcomes.

Courses: Biomedical Sciences Courses; The Dental Profession II; Endodontics; Epidemiology and Public Health; Evidence-Based Treatment Planning I-II; Fixed Prosthodontics & Implantology; Interprofessional Perspective Health Disparities; Operative Dentistry; Oral and Maxillofacial Growth and Occlusion; Oral Surgery; Orofacial Oncology; Orofacial Pain; Pain Control and Anxiety; Pediatric Dentistry; Periodontics; Prevention of Oral Disease and Cariology; Removable Prosthodontics; Research Methods & Literature Review; Special Populations; Special Topics in Periodontics and Endodontics; 3rd year Comprehensive Clinic; 4th year Comprehensive Clinic and Extramural Rotations

Health Promotion

Develop and participate in prevention and educational health promotion strategies based on risk assessments for individuals of all ages, including oral cancer screenings.

Courses: Clinical Skills; The Human Behavior; Interprofessional Perspective Health Disparities; Oral Medicine and Diagnosis; Orofacial Oncology; Prevention of Oral Disease and Cariology; Review for Integrated National Board Examination; 3rd year Comprehensive Clinic; 4th year Comprehensive Clinic and Extramural Rotations

Professionalism

Recognition of ethical principles and legal issues and applying them accordingly in decision-making while providing dental care. Graduates will demonstrate self-assessment and professional lifelong learning skills.

Courses: Clinical Skills; The Dental Profession I-IV; Evidence-Based Treatment Planning II; Fixed Prosthodontics & Implantology; The Human Behavior; Pediatric Dentistry; Periodontics; Removable Prosthodontics; Review for Integrated National Board Examination; Technology and Innovation; 3rd year Comprehensive Clinic; 4th year Comprehensive Clinic and Extramural Rotations

Practice Management, and Interpersonal Skills

Demonstrate effective management of a general dental practice, including technology resources, interpersonal skills, and communicate effectively with individuals from a diverse population.

Courses: Clinical Skills; The Dental Profession I-III; Fixed Prosthodontics & Implantology; The Human Behavior; Interprofessional Perspective Health Disparities; Introduction to the Clinic and EHR; Technology and Innovation; Orofacial Oncology; Prevention of Oral Disease and Cariology; Removable Prosthodontics; Review for Integrated National Board Examination; 3rd year Comprehensive Clinic; 4th year Comprehensive Clinic and Extramural Rotations

Patient Care

Manage oral health care, including assessment, diagnosis, prognosis, and treatment planning with informed consent for patients of all ages and those with special needs.

1. Prevent, identify, and manage dental and medical emergencies.
2. Manage pain and anxiety in patients of all ages.
3. Diagnose and assess temporomandibular disorders.
4. Diagnose and management of periodontal diseases.
5. Perform and complete restorative procedures that preserve tooth structure, replace missing or defective tooth structure, maintain function, are esthetic, and promote soft and hard tissue health or defective tooth structure, maintain function, aesthetic, and promote soft and hard tissue health.
6. Diagnose and manage occlusal abnormalities.
7. Manage teeth replacement for partially and completely edentulous patients with a fixed prosthesis, removable prosthesis, and dental implants.
8. Diagnose and manage pulpal diseases.
9. Diagnose and manage surgical treatment needs.
10. Diagnose and manage oral mucosa and osseous diseases.

Courses: Biomedical Sciences Courses; Clinical Skills; Endodontics; Fixed Prosthodontics & Implantology; The Human Behavior; Interprofessional Perspective Health Disparities; Medical Emergencies in Dental Setting; Operative Dentistry; Oral and Maxillofacial Growth and Occlusion; Oral Maxillofacial Diagnostic Methods and Imaging; Oral Medicine and Diagnosis; Oral Surgery; Orofacial Oncology; Orofacial Pain; Pain Control and Anxiety; Pediatric Dentistry; Periodontics; Prevention of Oral Disease and Cariology; Removable Prosthodontics; Research Methods & Literature Review; Review for Integrated National Board Examination; Special Populations; Special Topics in Periodontics and Endodontics; 3rd year Comprehensive Clinic; 4th year Comprehensive Clinic and Extramural Rotations

Graduation Competencies

1. Evaluate and integrate biomedical, epidemiological, and research outcomes using critical thinking for evidence-based clinical practice.
2. Recognition of ethical principles and legal issues and applying them accordingly in decision-making while providing dental care.
3. Demonstrate effective management of a general dental practice, including technology resources, interpersonal skills, and communicate effectively with individuals from a diverse population.
4. Develop and participate in prevention and educational health promotion strategies based on the fundamental principles of behavioral sciences and risk assessments for individuals of all ages, including oral cancer screenings.
5. Manage oral health care, including assessment, diagnosis, prognosis, and treatment planning with informed consent for patients of all ages and those with special needs.
6. Prevent, identify, and manage dental emergencies.
7. Manage pain and anxiety in patients of all ages.
8. Diagnose and assess temporomandibular disorders.
9. Diagnose and manage periodontal diseases.
10. Perform and complete restorative procedures that preserve tooth structure, replace missing or defective tooth structure, maintain function, aesthetic, and promote soft and hard tissue health.
11. Diagnose and treat malocclusion and space management.
12. Manage teeth replacement for partially and completely edentulous patients with a fixed prosthesis, removable prosthesis, and dental implants.
13. Diagnose and manage pulpal diseases.
14. Diagnose and manage surgical treatment needs.
15. Diagnose and manage oral mucosa and osseous diseases.
16. Demonstrate self-assessment and professional lifelong learning skills.

Admission Requirements

Ponce Health Sciences University strongly suggests that applicants apply with a BA / BS. Pre-Dental coursework must be completed at a college-level institution accredited by the Council of Higher Education of PR or by a US accrediting organization. Candidates that have completed the degree (BA/BS) will be given preference. However, a BS or BA degree is not a requirement for admission. Candidates applying for admission must comply with the following minimum requirements, including a minimum of 90 credits, to be considered. Candidates are encouraged to prepare beyond the minimum requirements by enhancing their preparation in basic and behavioral sciences.

7. Independent of the degree an applicant is pursuing or pursued, completion of the following courses is required:

Course Title	Credits
Biology	8
Chemistry	8
Organic Chemistry	8
Physics	8
Mathematics	6
Behavioral and Social Sciences*	6
Spanish	12
English	12

*Any of the following: Psychology, Sociology, Anthropology, Ethics, Political Sciences, and/or Economics.

In addition to the above requirements, we strongly recommend coursework in Biochemistry, Cell Biology, Genetics, and Microbiology.

8. Bilingual in English and Spanish (read, write, speak, and understand)
9. A minimum GPA of 2.7 (on a four-point scale) is required for applying.
10. A minimum SGPA of 2.7 (on a four-point scale) is required for application.
11. Minimum DAT score of 15 (Average of the academic average and the perceptual ability). The scores must be no more than three years old.
12. Minimum of three recommendation letters and a maximum of five (one letter will be from volunteering at a community activity).
13. Minimum of 24 hours of shadowing at a dental office.
14. Required immunizations prior to admission:
 - a. Tdap booster
 - b. MMR (2 doses)
 - c. Hepatitis B (3 doses)
 - d. Varicella (2 doses)
 - e. Polio (if under 21 years old)

These requirements may vary according to the Centers for Disease Control CDC and the Advisory Committee on Immunization Practices and Centers for Disease Control (CDC) recommendations.

Selection Criteria

When evaluating the applicants, the Medical Admissions Committee selects the best of all candidates applying. We look for accepting students with integrity and maturity that show

concern for others, leadership, and a positive attitude toward working with people. Preference will be given to residents, but US citizens from the mainland are also invited to apply.

The SDM Admission Committee will evaluate and weight applications considering several factors, which include:

1. Academic Performance (20%)
2. DAT scores (20%)
3. Essay (10%)
4. Extracurricular activities (10%)
5. Experience in the health field (research, community service, shadowing, and others; 10%)
6. Letters of Recommendation (a minimum of three; 10%)
7. Interview (20%)

Accepted applicants that are still completing the degree must successfully complete all courses in progress at the academic level they had been performing at the time of application. The deadline to provide a completed academic transcript is June 30 of the entering year.

Graduation Requirements

To receive the DMD degree, every student must fulfill the following requirements:

1. Have satisfactorily completed all coursework and examinations as required by the curriculum.
2. Have completed clinical experiences and extramural activities.
3. Pass all required competencies examinations.
4. Have shown a behavior considered acceptable to academic instructors and supervisors.
5. Have received the recommendation of the Dental Faculty as presented to the Promotions Committee. The Committee reviews both cognitive and attitudinal aspects of performance. The decisions on each student are then submitted to the Dean for the corresponding administrative process.
6. Have settled all financial and library obligations with Ponce Health Sciences University.

Satisfactory Academic Progress Policy

A Satisfactory Academic Progress (SAP) policy will be established to ensure that dental students complete the academic program within the acceptable time frame and the minimally accepted quality of performance. This policy will also ensure that the Student Financial Aid requirements set forth by federal regulations have been met. The SAP will apply to all dental students enrolled in Ponce Health Sciences University School of Dental Medicine. A student's academic progress is evaluated twice each semester.

General Requirements

1. Time Frame for Completion of the Academic Program

A dental student will be allowed a maximum time frame of two years of enrollment beyond the standard required for the completion of the program. Summer enrollment is considered part of the academic year for the purpose of this measure.

For transfer students, the total years for completion of a degree include those years accredited on admission to DMD Program.

Program	Standard	Maximum
Doctor of Dental Medicine	4 years	6 years

2. Completion of Program Requirements

a. Course Requirement

Students must complete all courses within the established time frame.

b. Performance Requirement

A student must pass each course. Any student failing to meet this standard of performance will be referred to the Students Promotion Committee to determine the action to be taken.

c. Fundamental knowledge examination

A passing score for Fundamental knowledge will be required for promotion to the clinic.

d. Competencies examinations

All dental students will be required to take and pass all competencies examinations before graduation.

e. Professional Behavior Requirement

The students must conduct themselves in accordance with the norms for professional conduct set forth by the Ponce Health Sciences University and the corresponding accreditation agencies.

Grade Requirement

The Ponce Health Sciences University Dental Program does not measure academic progress by cumulative grade point average. In order to graduate, the dental student should pass all required and electives courses. Satisfactory Academic Progress will be reviewed twice each semester by the Student Assessment Committee.

Students must approve all courses with a minimum of C (in a scale A, B, C, F).

An "I" (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must complete the "I" (Incomplete) by the following semester, or

an - "F" will be recorded for that course. The "I" (Incomplete) grades are part of the academic record as are the final grades.

Academic Probation

Any student failing to meet Ponce Health Sciences University dental program performance requirement will be referred to the School of Dental Medicine Students Promotion Committee and placed on academic and financial aid probation. The following guidelines will be applied:

1. If the student fails one course, he/she should remediate the deficiency during the summertime.
2. If the student fails two or more courses or fails a course a second time, he/she may be considered for either repetition of courses or dismissal.
3. If the Students Promotion Committee determines that the student must repeat one or more courses during the summer or the next academic year, the student is considered in academic probation.
4. If the Students Promotion Committee determines to dismiss the student from the dental program, the student must be informed about his/her right to appeal.
5. If the dismissal decision is reversed by the due process, the student will be considered in academic probation.

Appeal Process for Academic

Students who are notified by the Assistant Dean of Academic Affairs about a decision of the Students Promotion Committee that he/she must repeat failed courses during the next academic year or to be dismissed from the dental program, have the right to appeal the decision within seven working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will appeal in writing to the School of Dental Medicine Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. The SPC has ninety-six (96) hours to submit its decision to the Assistant Dean of Academic Affairs, who will notify the decision to the student.

If the SPC sustains the adverse decision, the student has the right to appeal to the Dean of Dental Medicine. The appeal must be submitted in writing within seven working days of receiving the notification. The Dean of Dental Medicine will evaluate the appeal and the student's academic record. The Dean can appoint a three- member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Dean is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. The Ad-Hoc Committee has ninety-six (96) hours to submit a recommendation to the Dean of Dental Medicine. The Dean of Dental Medicine will consider the Ad-Hoc Committee recommendation and make the final decision within ninety-six (96) hours. Any decision will be reported to the student in writing. The decision made by the Dean of Dental Medicine is final.

The same process described above will be followed in the case that the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. The Department Chairperson, the Assistant Dean of Academic Affairs or the Assistant Dean of Student Affairs will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

In the event that an adverse decision is made due to non-academic reasons and the Dean of Dental School sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affairs and then to the President.

Financial Aid Eligibility

Financial Aid eligibility is contingent upon satisfactory academic progress. Please refer to the institutional policy on Satisfactory Academic Progress published by the Office of Financial Aid.

Enforcement

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

The President, Vice President for Academic Affairs, and the Vice President for Student Affairs, as well as the Dean of Dental School, Assistant Dean for Academic Affairs, Registrar, and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policy here set forth.

Tuition and Fees

For more details on PHSU tuition and fees, please refer to: [Tuition and fees 2023-2024.pdf \(psm.edu\)](#)
ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

*Ponce Health Sciences University reserves the right to increase the tuition or other fees as deemed necessary. *

Curriculum

FIRST-YEAR COURSES

COURSE CODE	COURSE TITLE	CONTACT HOURS	COURSE CODE	COURSE TITLE	CONTACT HOURS
BCH-1010	Biochemistry	80	OHE-1090	Oral Histology and Embryology	40
ANA-1040	General Anatomy	100	OPT-1120	Oral Pathology	40
HIS-1050	General Histology	80	OMD-1110	Oral Maxillofacial Diagnostic Methods and Imaging	30
PAT-1060	General Pathology	50	ONC-1130	Orofacial Oncology	10
MIC-1070	Microbiology	80	PDC-1160	Prevention of Oral Disease and Cariology	50
NEU-1080	Neuroanatomy & Neurosciences	50	CSK-1020	Clinical Skills I	20
PHA-1140	Pharmacology	70	TDP-1170	The Dental Profession I	30
PHY-1150	Physiology	90	DHB-1180	The Human Behavior	30
DAO-1030	Dental Anatomy and Occlusion	160	IHD-9190	Interprofessional Perspective Health Disparities	20

SECOND-YEAR COURSES

COURSE CODE	COURSE TITLE	CONTACT HOURS	COURSE CODE	COURSE TITLE	CONTACT HOURS
EPH-1200	Epidemiology & Public Health	20	SUR-1270	Oral Surgery	50
END-1190	Endodontics	50	OMD-1260	Oral Medicine and Diagnosis	50
OPY-1240	Operative Dentistry	250	PCA-1280	Pain Control and Anxiety	20
PDY-1290	Pediatric Dentistry	50	TDP-1340	The Dental Profession II	30
PER-1300	Periodontics	50	ETP-1210	Evidence-Based Treatment Planning I	10
FPI-1220	Fixes Prosthodontics & Implantology	280	DMD-2100	Introduction to the Clinic & EHR	10
RPT-1330	Removable Prosthodontics	200	MED-1230	Medical Emergencies in Dental Setting	10
OMO-1250	Oral and Maxillofacial Growth and Occlusion	50			

THIRD-YEAR COURSES

COURSE CODE	COURSE TITLE	CONTACT HOURS	COURSE CODE	COURSE TITLE	CONTACT HOURS
DMD-2110	Comprehensive Clinic	700	DMD-2130	Review for INBDE	30
TDP-1360	The Dental Profession III	80	DMD-2140	Special Populations	30
ETP-1220	Evidence-Based Treatment Planning II	10	DMD-2150	Special Topics in Periodontics and Endodontics	10
DMD-2120	Orofacial Pain	20	DMD-2160	Technology & Innovation	10
RML-1350	Research Methods & Literature Review	20			

Fourth-YEAR COURSES

COURSE CODE	COURSE TITLE	CONTACT HOURS	COURSE CODE	COURSE TITLE	CONTACT HOURS
DMD-2170	Comprehensive Clinic & Extramural Rotations	1,000	DEL-1370	Electives	100
TDP-1380	The Dental Profession IV	10			

Course Descriptions**Biochemistry for Dental Medicine**

Biochemistry is the science concerned with studying the various molecules, chemical reactions, and processes related to living cells and organisms. Those individuals who acquire a solid knowledge of Biochemistry will be in an excellent position to address two central aspects of the Biomedical Sciences: (1) the understanding and maintenance of health and (2) the understanding and effective treatment of disease. Biochemical approaches have illuminated many aspects of the disease. The knowledge gained through this discipline can be applied to understand diseases in many ways: (1) it helps to understand the causes of diseases, (2) informs the design of rational and effective treatments, (3) informs the design of screening tests for early diagnosis, (4) assists in monitoring treatment outcomes, and (5) helps in assessing response to therapy.

Clinical Skills

This course is designed to introduce the student to the art of medical history taking, patient interviewing, and the development of communication and clinical skills needed by the dentist to have an effective interaction with the patient and a successful approach at initial assessment. Dental students will be introduced to health determinants topics: socioeconomic, gender, age-

related, educational, behavioral, and cultural challenges. In addition, students will acquire the knowledge and skills of medical history taking, patient-doctor communication and interpersonal skills, dental examination skills, and clinical reasoning. This course will provide standardized patient care activities in which the student uses the skills acquired. In addition, students will practice Basic Cardiac Life Support and its protocols to earn their certificate.

Dental Anatomy and Occlusion

This course will provide students with the knowledge of anatomy, morphology, and function of the human teeth, deciduous and permanent. Through a series of lectures and laboratory sessions, the student will develop the skills needed to reconstruct the coronal portion of teeth following the correct contour and morphology. The students will also learn the basic knowledge of occlusion and reconstruct functional occlusion using study cast mounted in semi-adjustable articulators.

General Anatomy for Dental Medicine

This course presents human gross anatomy, embryology & imaging with an emphasis on the head and neck area. The course consists of a detailed study of the normal structure, development, and organization of the human body. The head and neck are treated in the greatest detail, followed by the proximal segments of the upper limb, focusing particularly on the brachial plexus and thoracic viscera. Abdominopelvic viscera are presented as an overview. Images (radiographs, CT, MRI) and clinical relevance are incorporated, especially in the head and neck and to a lesser degree in coverage of the thorax. The peripheral nervous system is treated with a special focus on pathways of pain sensation. Gross structures are studied in the laboratory by specimen dissection and demonstration. Lectures stress the contribution of developmental events to the gross anatomical organization and the correlation of this organization with clinically relevant conditions.

General Histology

Histology, also known as microscopic anatomy or microanatomy, is the branch of biology that studies the microscopic anatomy of biological tissues. Study of the many different aspects of the internal structure of cells, tissues, and organs in the human body, presenting a comprehensive survey of many of their complex interrelationships.

General Pathology for Dental Medicine

Pathology is the part of medicine that deals with all aspects of medicine, with special reference to the essential nature, origin, and causes of disease with the consequent development of abnormal conditions with a study of the gross and microscopic changes at the cellular and tissue level.

Interprofessional Perspectives on Health Disparities

This course is designed to provide a general overview of gaps in health outcomes associated with health disparities. 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 levels (e.g., individual, patient-clinician, healthcare system, etc.).

Microbiology for Dental Medicine Students

The course emphasizes fundamental principles of the genetics, growth, metabolism, and death of microbes. These principles are balanced with medical and dental aspects of host-parasite relations, immunologic phenomena, and the biological and clinical manifestation induced by major pathogens. Stress is placed on organisms related to dental caries and periodontal and periapical diseases.

Neuroanatomy and Neurosciences

The Neuroscience Course will teach the students to identify, describe, analyze, and explain all central nervous system regions (Telencephalon, Diencephalon, Mesencephalon, Prosencephalon & Spinal Cord) and structures associated with them. They must compare these regions under normal & pathological conditions. The course covers neuroanatomy/histology and neurophysiology.

There is also a brain dissection laboratory.

Oral Histology and Embryology

Histology, also known as microscopic anatomy or microanatomy, is the branch of biology that studies the microscopic anatomy of biological tissues. The oral Histology and Embryology course is designed to provide dental students with fundamental knowledge of the development and histology of the orofacial complex.

Oral Pathology

The dentist has been a specialist in the oral and para-oral areas and must be acquainted with the normal and pathological processes seen in the oral and surrounding maxillofacial structures. Therefore, weekly lectures and group discussions of individually assigned subjects, clinical and microscopic documentation of oral disease are presented and analyzed. It includes oral manifestations of systemic diseases in the following categories: 1) disturbances in development and growth, including neoplasia; 2) diseases of microbial origin, including dental caries; 3) and repair; 4) disturbances in metabolism, including nutrition; and 5) diseases of specific systems, such as bones and joints, blood and blood-forming organs, periodontium, skin, nerves, and muscles.

Oral and Maxillofacial Diagnostic Methods and Imaging

This course will equip the dental student with the fundamental knowledge of x-ray radiation, radiographic techniques, and radiographic anatomy identification needed to develop the essential skills of radiograph interpretation of the oral cavity.

Orofacial Oncology

The Orofacial Oncology course is designed to educate dental students on how cancer patients are treated prior to, during, and after orofacial cancer treatment. It will include the areas of surgery, radiation therapy, and chemotherapy with an emphasis of a team approach with other professionals in the field of cancer treatment. In addition, the student will be introduced to the role of prosthodontics in the rehabilitation of these patients. This course includes discussions about maxillectomy anatomy, principles of maxillofacial RPD, maxillary obturators, oral complications during cancer treatment, management of those complications, extraoral prosthesis, and special prosthesis during cancer treatment.

Pharmacology for Dental Medicine

Pharmacology for Dental Medicine Students comprises basic aspects of Pharmacology with an emphasis on dental applications. To facilitate study, drugs are organized into classifications according to their primary clinical usage. A prototype from each class of drugs is examined in detail. The study of each class of drugs includes their pharmacokinetics, pharmacodynamics, clinical uses, and toxicities. Each lecture topic is provided with learning objectives that have been developed with reference to the nationally generated learning objectives.

Human Physiology for Dental Medicine

Physiology is the comprehensive study of the function of the human body on an organ system basis. Emphasis is on the integration of functions from the cellular level to that of the total organism and the application of physiology concepts to problem-solving. The course includes in-class lectures, group discussions, laboratory, and computer-assisted instruction. Case studies are used to apply physiologic principles to the solution of problems in a patient care setting.

Prevention of Oral Disease and Cariology

The course will start with a discussion of fundamental biological, epidemiological, and clinical aspects of dental caries. This first part of the course will provide the student with the knowledge to understand the rationale behind preventive, diagnostic, and therapeutic methods for the control of dental caries. The second part of the course will provide the student with knowledge of concepts of prevention, the philosophy of Preventive Dentistry, levels of prevention, and primary preventive measures. Emphasis is given to the maintenance of oral hygiene by education, products, and techniques. Oral prophylaxis instrumentation techniques and the application of

nutritional concepts as part of primary prevention and oral health maintenance are also presented in the course.

The Dental Profession I

The course will provide the student with an overall profile of the dental profession. Students will explore the meaning of being in a professional school and entering a profession. The student will learn concepts related to professional ethics and the process of getting a license to practice Dentistry.

The Human Behavior

The Human Behavioral course is designed to educate dental students in the basic principles of behavioral and social science as these relate to the professional role. Understanding human behavior is an essential element of the practice of dentistry. It is the foundation of a valid dentist-patient relationship, successful risk management, and efficacious primary care. Without such understanding, the dentist cannot accurately assess health status, diagnose illness, or institute an effective management plan. In today's managed healthcare environment, understanding behavior is the cornerstone of establishing rapport quickly, eliciting symptoms and signs reliably, and identifying the management strategy that is most likely to succeed.

Endodontics

The course will consist of lectures and simulation laboratory practice. This first part of the course will provide the student with the knowledge of diagnosis, examination, testing, and radiographic interpretation to provide a clinical classification of pulpal and periapical disease. The second part of the course will provide the student with knowledge of the treatment of endodontics pathosis and pain control. During the laboratory experiences, students will learn the instrumentation and obturation of the root canal system in the simulation tooth (central, premolar, and molar).

Epidemiology and Public Health

This introductory course will discuss epidemiologic research's basic concepts, principles, and methods. Topics covered include disease transmission mechanisms, morbidity and mortality indicators, investigation of epidemics, risk measurement, epidemiological study designs, identification of confounding factors, and bias.

Evidence-Base Treatment Planning I

This course and its second part to be taught during the 3rd year will provide an overview of the basic concepts of Evidence-Based Dentistry (EBD). This course will educate students in using scientific evidence to inform their clinical decisions. The first part of this course will introduce

EBD and the basic biostatistics concepts needed to understand, interpret, and evaluate scientific literature.

Fixed Prosthodontics and Implants

In the Fixed Prosthodontics and Implants course, the student will be introduced to the disciplines of fixed prosthodontics, digital dentistry, and implants. The course covers terminology, materials, techniques, and basic principles involved with prosthodontic diagnostic procedures and treatment planning for tooth preparations for porcelain, full gold, and metal-ceramic for single crowns, and fixed partial dentures. Also, impression making, master cast fabrication, interim restorations, fabrication of cast restorations, try-in, and cementation. They will be introduced to ceramic materials for esthetics, the basic principles of esthetics, and indications for their use. Additionally, the student will be presented with the restorative aspects of single-unit digital dentistry, including scanning, designing, and milling. The course will introduce the student to diagnosis, treatment planning, and prosthodontics techniques of single implant crowns. The course includes four clinical sessions on preliminary impressions, jaw relation records between the students, and semi-adjustable articulator mounting.

Introduction to the Clinic and HER

The course will provide second-year dental students with the experience and understanding of what is required to properly prepare their future patients for their first clinical encounters. This course will be offered near the end of the second year and will help them to integrate already acquired theoretical and clinical knowledge in preparing suitable case presentations.

Medical Emergencies in Dental Setting

This course is designed to introduce, educate, and instruct the dental student to manage medical emergencies that could arise in a dental office or clinic. It will discuss etiology and how to proceed with the correct protocol to treat such emergencies. Will educate on how most of these emergencies could be prevented.

Operative Dentistry

The course will consist of lectures and simulation laboratory practice. Lectures will provide the student with the knowledge to classify carious lesions and cavity preparation for direct and indirect restorative procedures. Students will develop fine dexterity for cavity preparation of various carious lesion and their adequate restoration with composite, amalgam, and porcelain dental materials during the laboratory practice. This course also addresses minimal invasive interventions such as fissure sealants and esthetics procedures such as bleaching and veneers.

Oral and Maxillofacial Growth and Occlusion

The growth and development of orofacial structures across the lifespan will be presented in this course. The focus will be placed on the basic orthodontic principles and the development of normal occlusion. This course will integrate preclinical orthodontic knowledge and dentofacial orthopedic problem-solving principles and treatments.

Oral Medicine and Diagnosis

The course will cover fundamental knowledge of oral medicine. Students will learn and develop knowledge and skills to gather information, analyze relevant data, and formulate diagnoses of pathological conditions and oral diseases.

Oral Surgery

This course is designed to introduce the student to patient evaluation, diagnosis, treatment of common dental emergencies, simple extraction of erupted teeth, surgical extraction of erupted teeth, basic pre-prosthetic surgery, diagnosis biopsy, and early treatment of odontogenic infections. Its purpose is to inject the foundation knowledge and contribute to the development of a general dentist competent in basic oral and maxillofacial surgery.

Pain Control and Anxiety

This course introduces the student to pain control management techniques, the related anatomy, the pharmacology of local anesthetics, and the associated physiological reactions. In addition, the course will deal with possible outcomes and prevention of complications and select the best option for pain control and anxiety management for every patient according to individual needs.

Pediatric Dentistry

In this introductory course, the students will learn the importance of collecting data and evaluating the patient's demographic and socio-economic factors that affect his oral health status to formulate an individualized treatment plan for the patient and his caregivers. The importance of a Pediatric Oral Health Assessment, its preventive services, and anticipatory guidance will be emphasized during the course. In addition, students will obtain and identify the basic and advanced child behavior techniques used in Pediatric Dentistry to achieve dental treatment for the patient in the dental setting. Throughout the course, topics on informed consent, pharmacologic management for pain, infection, and prophylaxis will be discussed, along with signs of child abuse and neglect.

Periodontics

This course will provide students with the knowledge of anatomy, morphology, function, and pathology of the periodontium. The student will learn the etiology of periodontal diseases and

evaluate risk assessment and prognosis. In addition, the student will develop the skills needed to examine, diagnose, and establish a comprehensive treatment plan for periodontal diseases.

Removable Prosthodontics

This course has been designed to introduce the student to the basic principles of removable prosthodontics. The course will address the treatment of patients requiring removable complete denture (CD) therapy and removable partial denture (RPD) therapy. It will present concepts of the anatomy of edentulous and partially edentulous patients, removable prosthodontics fundamentals, and work authorizations for their production in the dental laboratory. The course will introduce the students to digital dentistry in removable prosthodontics design and fabrication, and to diagnosis and treatment planning for the different variations of removable prostheses such as immediate dentures, overdentures, and implant overdentures.

The Dental Profession II

The course will introduce the students to essential aspects of the safety and health of the dental workforce and the patient in a dental setting. In addition, the student will learn to be aware of occupational hazards, reduce their probability of exposure to bloodborne pathogens, and other hazards and explain the importance of ergonomics during the work. Also, students will learn the scientific and legal aspects of infection control.

Comprehensive Clinic

The course Comprehensive Clinic provides third-year students with general dentistry clinical experiences with a diverse patient population of different age groups. These experiences are offered in the PHSU-SDM Comprehensive Clinic. In addition, the students practice in a collaborative and interprofessional environment with dental auxiliary personnel, general dentists, and dental specialists.

Orofacial Pain

The Orofacial Pain course is designed to educate dental students in diagnosing and managing orofacial pains in connection with the hard and soft tissues of the neck, head, and face. This course will emphasize preparing the student with knowledge for assessment, interpretation of the diagnostics aids, and treatment planning (pharmaceutical, physical therapy, surgery, and behavioral modifications, among others) of temporomandibular disorders.

Research Methods and Literature Review

The course will provide the student with the knowledge to formulate questions that are answered using scientific literature. The course will provide training on how to effectively search

for relevant evidence, identify the strengths and limitations of different study designs, interpret their findings, and apply findings to clinical decisions.

Review for the Integrated National Board Dental Examination (INBDE)

The course will review the topics covered in the INBDE with questions following a clinical cases presentation format.

Special Populations

The course will provide the students with the tools to embrace dental care for people with special needs, or to refer with empathy and effectiveness to those patients that require care beyond the scope of general dentistry or special facilities. Emphasis will be provided to refine skills to search for information that may allow the practitioner to care for these special populations, work in consultation with other providers, and have empathy for vulnerable individuals and their families.

Special Topics in Periodontics and Endodontics

The course will provide the student will further develop the skills needed to examine, diagnose, and establish a comprehensive treatment plan for periodontal and endodontic conditions.

Technology and Innovation in Dentistry


The course will provide the students with the skills and knowledge to assess emerging technology for Dentistry. Students will appraise the newest technological trends in the dental field, and evaluate the needs, the relevance, and the evidence on its effectiveness and efficiency.

The Dental Profession III

The course will provide the student with knowledge about professional obligations established by professional ethics and dental law. Students will study how ethics apply to the dental profession's practice and systematically approach ethical dilemmas to reach decisions based on solid ethical grounds. The legal system will be studied related to administrative law (the dental acts and other laws and regulations), medical malpractice, and informed consent. In addition, the course will guide the student to a strong knowledge of regulations and obligations to start exploring practice management principles. As the students project themselves as practicing professionals, they will go over decisions, needs, obligations, and strategies to develop and manage a successful dental practice.

Comprehensive Clinic and Extramural Rotations

The course Comprehensive Clinic and Extramural Rotations provides fourth-year students with general dentistry clinical experiences with a diverse patient population of different age groups. These experiences are offered in the PHSU-SDM Comprehensive Clinic and in Extramural Clinics.



The students practice in a collaborative and interprofessional environment with the aid of dental auxiliary personnel, general dentists, and dental specialists. Extramural clinical experiences are offered within a broader general healthcare system that includes professionals in Dentistry, Medicine, Nursing, Pharmacists, and/or Psychologists, among others.

The Dental Profession IV

The course will provide the student with a review of dental professional options. Strategies to search, get advice, make decisions, setting goals, attend interviews will be addressed as the senior students get ready for postdoctoral education or starting in the professional world.

Binary Degrees Program

Binary Program in General Sciences and Medicine

Pontifical Catholic University of Puerto Rico and Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-MD six-year program in consortium with the Pontifical Catholic University of Puerto Rico (PCUPR). The BS-MD program offers a seven- year accelerated pathway to medical school for a small number of motivated high school seniors. Students will complete the three years of the required undergraduate curriculum at the Pontifical Catholic University (PCUPR), then enter Ponce Health Science University (PHSU).

Admissions Requirements

The Pontifical Catholic University is responsible for the selection of the candidates for the program among students who show outstanding performance in High School and College Boards as follows:

- a. Have a General Point Average (GPA) of 3.50 or more in their High School Transcript.
- b. Obtain not less than 600 in all each area of the College Board.

Students are admitted to Ponce Health Sciences University if they meet the following criteria:

- a. At or above GPA of 3.2/semester, no D's, F's or W's in their transcript and an MCAT score of 496 or greater.
- b. Qualified applicants must complete a successful interview with PHSU faculty before they are admitted to the medical program.

Applications are processed through AMCAS, and admission requirements are the same as for other applicants to the MD program.

Candidates are awarded a BS by the Pontifical Catholic University after the successful completion of the first two years of medical school and are then awarded the MD degree after the successful completion of all medical school requirements by Ponce Health Sciences University.

Binary Program- Bachelor in General Sciences and Master in Science in Medical Sciences

Pontifical Catholic University of Puerto Rico and Ponce Health Sciences University

Students who apply for the binary program BS-MD and are not accepted will be considered for automatic admission to the Master of Science in Medical Sciences program (MSMS) if they comply with the following:

- a. Have an average index of no less than 2.7 in science courses and a cumulative index of no less than 2.7.

After successful completion of the o MSMS program at PHSU the student will be granted a Bachelor of Science by PUCPR.

Binary Program in Biomedical Sciences and Medicine

The Interamerican University of Puerto Rico and the Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-MD program in consortium with the Interamerican University of Puerto Rico (IAU). The BS-MD program offers a seven-year accelerated pathway to medical school for a small number of motivated high school seniors. Candidates are awarded a BS by the IAU after successful completion of the first year of medical school and are then awarded the MD degree after the successful completion of all medical school requirements.

The Binary Program in Bachelor Degree in Biomedical Sciences and Medicine is designed to:

1. Develop among students the comprehension of modern concepts of Biomedical Sciences and Medicine.
2. Familiarize students with the basic laboratory skills.
3. Teach students how to solve scientific problems that will capacitate them to solve problems in our society.
4. Fulfill the need for Physicians in Puerto Rico.

This program is targeted for individuals interested in continuing a career in Medicine:

Requisites of the Program

To obtain the combined degree, the student must fulfill the following general requisites:

Interamerican University of Puerto Rico

Requirements	Credits
General Education	38
Concentration	61
Total	99

Ponce Health Sciences University

Requirements	Weeks
Four Years of Medicine	166

Interview with the Admission Committee with members of the Ponce Campus of the Interamerican University and the Ponce Health Sciences University.

Students are admitted to Ponce Health Sciences University if they meet the following criteria:

- a. At or above GPA of 3.00/semester, no D's, F's or W's in their transcript and an MCAT score of 496 or greater.
- b. Qualified applicants must complete a successful interview with PHSU faculty before they are admitted to the medical program.

Applications are processed through AMCAS, and admission requirements are the same as for other applicants to the MD program.

Candidates are awarded a BS by the Pontifical Catholic University after the successful completion of the first two years of medical school and are then awarded the MD degree after the successful completion of all medical school requirements by Ponce Health Sciences University.

Graduation Requirements

1. Interamerican University of Puerto Rico

To complete the requirements to obtain a Bachelor Degree in Sciences in Biomedical Sciences, the student must pass all credits of the program in the Interamerican University and have successfully completed the first year of Medical Studies in the Ponce Health Sciences University. In addition, the student must have a GPA of 3.2 or more in science courses as in the general program.

2. Ponce Health Sciences University

The student must fulfill the admission requirements as established in the current Catalog of the Ponce Health Sciences University.

Binary Program in Natural Sciences and Medicine

Sacred Heart University-Ponce Health Sciences University

Binary Program - Bachelor in General Sciences in Natural Sciences and Medicine

Sacred Heart University and Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-MD seven-year program in consortium with the Sacred Heart University of Puerto Rico. The BS-MD program offers a seven-year accelerated pathway to medical school for a small number of motivated high school seniors. Students will complete three years of the required undergraduate curriculum at the Sacred Heart University (SHU), and then enter Ponce Health Science University (PHSU) if they comply with the established requirements.

Admissions Requirements

The Sacred Heart University is responsible for the selection of the candidates for the program among students who show outstanding academic performance in High School and College Boards as follows:

- Have a General Point Average (GPA) of 3.50 or more in their High School Transcript.
- Have taken courses in biology, chemistry, physics, and three years of mathematics.
- Obtain a minimum score of 600 in all areas of the College Board except for Mathematics where a minimum of 650 is required.

Students are admitted to Ponce Health Sciences University if they meet the following criteria during the studies in the Sacred Heart University:

- A general GPA of 3.5 or above
- A minimum GPA of 3.00 each semester, no D's, F's or W's in their transcript
- Complete at least 100 credits of the bachelor program of USC that includes:

Course	Credits
Biology	8
Chemistry	8
Organic Chemistry	8
Physics	8
Mathematics	6
Behavioral and Social Sciences*	6
Spanish	3
English	3

*Any of the following courses: Psychology, Sociology, Anthropology, Political Sciences, and/or Economics

- MCAT score of 500 or greater.
- Qualified applicants must complete an interview with PHSU faculty and be recommended favorably before they are admitted to the medical program.

Applications are processed through AMCAS, and admission requirements are the same as for other applicants to the MD program.

Candidates are awarded a BS by the Sacred Heart University after the successful completion of the first year of medical school and are then awarded the MD degree after the successful completion of all medical school requirements by Ponce Health Sciences University.

Binary Program- Bachelor in General Sciences in Natural Sciences and Master in Science in Medical Sciences

Sacred Heart University and Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-Master in Sciences in Medical Sciences (MSMS) four-year program in consortium with the Sacred Heart University of Puerto Rico. The BS-MSMS program offers a four- year accelerated pathway to a Master in Sciences in Medical Sciences for a small number of motivated high school seniors. Students will complete three years of the required undergraduate curriculum at the Sacred Heart University (SHU), and then enter Ponce Health Science University (PHSU) MSMS program if they comply with established requirements.

Admissions Requirements

The Sacred Heart University is responsible for the selection of the candidates for the program among students who show outstanding performance in High School and College Boards as follows:

- Have a General Point Average (GPA) of 3.50 or more in their High School Transcript.
- Have taken courses in biology, chemistry, physics, and three years of mathematics.
- Obtain a minimum score of 600 in all areas of the College Board except for Mathematics where a minimum of 650 is required.

Students are admitted to Ponce Health Sciences University if they meet the following criteria during their studies in the Sacred Heart University:

- A general GPA of 2.7 or above
- Complete at least 100 credits of the bachelor program of USC that includes:

Course	Credits
Biology	8
Chemistry	8
Organic Chemistry	8
Physics	8
Mathematics	6
Behavioral and Social Sciences*	6
Spanish	3
English	3

* Any of the following courses: Psychology, Sociology, Anthropology, Political Sciences, and/or Economics

- MCAT score of 496 or greater.

- b. Qualified applicants must complete an interview with PHSU faculty and be recommended favorably before they are admitted to the medical program.

Candidates are awarded a BS by the Sacred Heart University after the successful completion of the one- year MSMS program at Ponce Health Sciences University.

Binary Program - Bachelor in Art and Medicine

New Jersey Institute of Technology and Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-MD seven-year program in consortium with the New Jersey Institute of Technology, a public research university, located at Newark, New Jersey. The BA-MD program offers a seven -year accelerated pathway to medical school for a small number of motivated high school seniors. Students will complete three years of the required undergraduate curriculum at the New Jersey Institute of Technology (NJIT), and then enter Ponce Health Science University (PHSU) if they comply with the established requirements.

Admissions Requirements

The New Jersey Institute of Technology is responsible for the selection of the candidates for the program among students who show outstanding academic performance in High School and College Boards as follows:

- a. Have a General Point Average (GPA) of 3.50 or more in their High School Transcript.
- b. Have taken one- year courses on biology, chemistry, physics, and three years of mathematics.
- c. Obtain an SAT total score of 1,400 or more with a minimum of 700 in each area.

Students are admitted to Ponce Health Sciences University if they meet the following criteria during the studies in the NJIT:

- a. A general GPA of 3.5 or above
- b. A minimum GPA of 3.00 each semester, no D's, F's or W's in their transcript
- c. Complete at least 100 credits of the bachelor program of NJIT that includes:

Course	Credits
Biology	8
Chemistry	8
Organic Chemistry	8
Physics	8
Mathematics	6
Behavioral and Social Sciences*	6

Spanish	3
English	3

*Any of the following courses: Psychology, Sociology, Anthropology, Political Sciences, and/or Economics

- a. MCAT score of 500 or greater.
- b. Qualified applicants must complete an interview with PHSU faculty and be recommended favorably before they are admitted to the medical program.

Applications are processed through AMCAS, and admission requirements are the same as for other applicants to the MD program.

Candidates are awarded a BA by the New Jersey Institute of Technology after the successful completion of the first year of medical school and are then awarded the MD degree after the successful completion of all medical school requirements by Ponce Health Sciences University.

The MD program will admit up to ten (10) NJIT students each academic year. In the event that there is space available, and NJIT students compete favorably with the applicant pool, PHSU may admit additional NJIT students. There will be no limit for the MSMS program. The cap may be revisited at the beginning of each academic year and adjusted based on spaces available and demand for the Program.

Binary Program- Bachelor in Art and Master of Science in Medical Sciences

New Jersey Institute of Technology and Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-Master of Science in Medical Sciences (MSMS) four-year program in consortium with the New Jersey Institute of Technology. The BA-MSMS program offers a four- year accelerated pathway to a Master in Sciences in Medical Sciences for a small number of motivated high school seniors. Students will complete three years of the required undergraduate curriculum at the New Jersey Institute of Technology (NJIT), and then enter Ponce Health Science University (PHSU) MSMS program if they comply with established requirements.

Admissions Requirements

The New Jersey Institute of Technology is responsible for the selection of the candidates for the program among students who show outstanding performance in High School and College Boards as follows:

- a. Have a General Point Average (GPA) of 3.50 or more in their High School Transcript.
- b. Have taken one- year courses on biology, chemistry, physics, and three years of mathematics.
- c. Obtain an SAT total score of 1,400 or more with a minimum of 700 in each area.

Students are admitted to Ponce Health Sciences University Master of Science in Medical Sciences Program if they meet the following criteria during their studies in the New Jersey Institute of Technology:

- a. A general GPA of 2.7 or above
- b. Complete at least 100 credits of the bachelor program of NJIT that includes:

Course	Credits
Biology	8
Chemistry	8
Organic Chemistry	8
Physics	8
Mathematics	6
Behavioral and Social Sciences*	6
Spanish	3
English	3

* Any of the following courses: Psychology, Sociology, Anthropology, Political Sciences, and/or Economics

- a. MCAT score of 490 or greater.
- b. Qualified applicants must complete an interview with PHSU faculty and be recommended favorably before they are admitted to the medical program.

Candidates are awarded a BA by the New Jersey Institute of Technology after the successful completion of the one- year MSMS program at Ponce Health Sciences University.

Binary Program in General Sciences and Public Health

(Pontifical Catholic University of Puerto Rico and Ponce Health Sciences University)

Program Description

This is an inter-institutional dual degree program that offers the student the opportunity of completing a BS in General Science Program from the Pontifical Catholic University of Puerto Rico (PCUPR) and the Master in Public Health (MPH) from Ponce Health Sciences University (PHSU) in five (5) years.

Admissions Requirements

PCUPR is responsible for the selection of qualified candidates who are entering the freshmen year, or college students who have completed no more than 64 credits.

Admission Requirements for Entering Freshmen

1. Graduate from an accredited high school with a minimum GPA of 3.20; they must have completed one (1) year of courses in Biology, Chemistry and Physics and three (3) years of Mathematics.
2. Have a minimum score of 2,800 in the College Entrance Examination Board (CEEB) test and no less than 500 in any area of the test.
3. Have successfully completed prior to acceptance, six (6) credits both in English (English 114-115) and Spanish (Span. 131-132), or be qualified for advanced placement in these subject areas based on outstanding achievement in one of the followings: College Entrance Examination Board (CEEB) and CEEB Advanced Placement Test.
4. Favorable recommendation upon interview by a committee composed of members from PCUPR and PHSU

Admission Requirements for College Students

1. Have successfully completed no more than sixty-four (64) credits including:
 - a. General Chemistry I – II (8 credits)
 - b. General Biology I – II (6 credits)
 - c. Pre-Calculus I – II (6 credits)
 - d. General Psychology I (3 credits)
 - e. Social Science and Political Science (6 credits)
 - f. English 114-114 (6 credits)
 - g. Spanish 114-114 (6 credits)
 - h. Spanish 131-132 (6 credits)
2. Maintained satisfactory standards of academic achievement, including:
 - a. Minimum GPA of 3.00
 - b. Minimum cumulative average of 3.00 in all sciences courses
 - c. No grades lower than C
3. Favorable recommendation upon interview by a committee composed of members from PCUPR and PHSU Public Health Program.

Requirements for transfer to PHSU

Admission to the Bachelor in Science and Master of Public Health Dual Degree Program guarantees admission into PHSU Public Health Program after completion of all the requirements of PCUPR component provided the student:

1. Completes the curricular sequence at PUCPR within the established time frame (maximum 3 years) and maintains satisfactory standards of academic achievement including:
 - Minimum GPA of 3.00 in science

- Minimum cumulative average of 3.2 in all science courses
 - No grades lower than C
2. Must complete ninety (90) credits at PUCPR.
 3. Must take the admission test (GRE or EXADEP or MCAT)
 4. Demonstrates professional behavior in accordance with institutional academic policies and values.
 5. Submit required documentation in accordance with PHSU admission policies and procedures.
 6. Qualified applicants must complete a successful interview with PHSU Public Health Program faculty before they are admitted to the MPH program.

Once students are admitted to the Master Program in Public Health, they must follow the same curricular sequence as regular public health students and they must maintain a minimum GPA of 3.00 during graduate studies.

Cultural Exchange Program-PHSU-Universidad Nebrija

PHSU and Universidad Nebrija in Madrid partnered to offer MSMS students the unique opportunity to qualify for a dual degree program in addition to cultural exchange, while completing the MS requirements. This opportunity allows students to develop academic and cultural competency skills, enhancing the educational and healthcare experiences in a rich environment of Spanish immersion.

About Universidad Nebrija

The Universidad Nebrija is a Spanish institution accredited by the “Ministerio Español de Educación” and the “Agencia Nacional Española de Evaluación de Calidad” (ANECA). These agencies provide *external guarantee of quality* to higher education in Spain and contributes to constant improvements through the process of evaluation, certifications, and accreditation.

The new partnership between Universidad Nebrija and Ponce Health Sciences University (PHSU) allows active* MSMS students the opportunity to obtain a dual degree from both institutions.

The Cultural Exchange Program offers students a unique opportunity to enrich their academic skills. Students that wish to enroll will obtain instruction from PHSU in the Nebrija campus. Academic and cultural experiences will be integrated to develop communication skills, and cultural competency in a diverse student population. In addition, this opportunity strengthens the credentials to become a more competitive candidate in the process of admissions to local or international graduate programs.

Benefits

- Improve Spanish language proficiency.
- Cultural immersion experiences.
- Development of cultural competency skills.
- Dual degree offered by a recognized Spanish university: Master of Science in Medical Sciences, PHSU & Máster en Formación Permanente en Ciencias Médicas, Nebrija

Support Services Available for Students

- Online counseling
- Mentoring
- Access to course materials through Canvas LMS
- Online tutoring
- Access to Nebrija counseling
- Academic support in classrooms
- Access to university housing
- Access to university food services

How to apply

Candidates interested in applying to the PHSU-Nebrija Cultural Exchange Program need to comply with the following criteria:

- Be active MSMS students.
- Comply with all admissions requirements of the program.
- Submit the exchange program application by *September 30*.

In addition to the application, student must submit:

- Proof of valid passport
- a 500-word essay expressing their interest in participating in the program and academic expectations
- “Good Standing” per MSMS academic progress. This status would be evaluated halfway during the first semester and at the end of the second semester

Dual Degree Program Curriculum

Curriculum Master of Science in Medical Sciences Máster en Formación Permanente en Ciencias Médicas

Primer Semestre	Carácter	Créditos EEUU ₁	Tipo de Calificación	ECTS ₂ Equivalente
Ciencias Anatómicas, Anatomía Macroscópica Humana, Embriología e Imágenes	Obligatoria	9	0-100	12
Bioquímica Medica I	Obligatoria	5	0-100	7
Fisiología I	Obligatoria	4	0-100	6
Histología y Biología Celular	Obligatoria	4	0-100	6
Perspectivas Interprofesionales en Disparidades de Salud	Obligatoria	1	0-100	1,5
Total Créditos		23		32,5

Segundo Semestre	Carácter	Créditos EEUU ₁	Tipo de Calificación	ECTS ₂ Equivalente
Bioquímica Medica II	Obligatoria	5	0-100	7
Fisiología II	Obligatoria	4	0-100	6
Microbiología	Obligatoria	4	0-100	6
Neurociencia	Obligatoria	5	0-100	7
Ética Medica	Obligatoria	1	0-100	1,5
Total Créditos		19		27,5
Total		42		60

¹ Un crédito EEUU equivale a 15 horas de contacto con el alumno para su conversión a ECTS europeos.

² Un ECTS equivale a 25 horas. De las cuáles se espera que, al menos, 10 equivalgan a horas de contacto con el alumno, incluyendo tutorías, mientras que el resto se computan como horas de trabajo del alumno mediante la realización de actividades académicas dirigidas (fuera del aula, individuales o en equipo) y las horas de autoestudio.

Facilities and Services

Library Services

PHSU Library on Main Campus, Fundación Angel Ramos, is designed to provide convenient access for the academic community members. Its mission is to support the students, faculty, and researchers' learning, research, and academic success. The Library offers 10,128 sq. feet of spacious, comfortable facilities and a suitable environment that includes excellent lighting, equipment, and arrangement of books, journals, and audiovisual materials in open stacks (shelving space saver).

The Library supports access to Medicine, Nursing, Public Health, Psychology, Biomedical, and Health Sciences resources for students, faculty, and researchers and responds to the university community's information needs. The academic curriculum is supported by access to online databases, eBooks, journals, etc., subscribed to by the Library. The library acquires, preserves, manages these resources, and provides services on campus and through its website (<https://www.psm.edu/library>).

The Library has Circulation, Reserve, Acquisition, and Administrative offices on the first floor. A Study Hall, a Computer Room (LRC), Journals, and Interlibrary loans services are on the second floor. Electronic books and journals with full text are also available for students and faculty through the Public Access Catalog (PAC). Students and faculty can access many books and periodicals by borrowing from other libraries through interlibrary loans. The Library workstations provide full access to wireless Internet. The second floor is open 24 hours. The Silent Study Room area is also open 24 hours. There are 314 seating available throughout the library, tables with ergonomic chairs, and cubicles. It also has cubicles and other specialized equipment for students/faculty with disabilities. An elevator, two photocopy/printer machines, 12 desktops, and Wi-Fi are also available.

A small room with 12 desktop and photocopy/printer machine is also available 24 hrs in the 2nd floor. There is one cubicle for handicap in each area. In addition, on the 1st floor, there is a study room (open 24 hrs) equipped with 36 cubicles, one for people with disabilities. Visitors who need Library services are welcome until 7:00pm.

The Learning Resource Center facilities are equipped with 40 computers located on the 2nd floor-Building D, and offer access to electronic databases, the internet, link services and office productivity applications as Word, Excel, Power Point, and specialized software as SPSS. These facilities are available for PHSU authorized users.

Academic Tower

On June 19, 2020, PHSU broke ground on our four-story academic tower along with the outer infrastructure for a 750-seat auditorium. The new academic facility includes space on the first floor allocated to student support services including admissions, registrar, financial aid, bursar, and student counseling to provide a centralized location where students can receive needed services from our dedicated staff. Our new 2,500 sq ft student lounge, located in the northwest corner of the first floor, will provide additional recreational space for students to study and interact in between classes. The first floor also has additional space for food services including a kitchen, “grab and go” food area, and provide more dedicated space in the student commons for studying and socializing.

The second floor of the facility at 41,745 square feet adds new 20 classrooms, ranging from one large 100 seat classroom, one 75 seat classroom, one 44 seat classroom, and various rooms ranging from 25 to 16 seat rooms designed for small group discussions and smaller classes. The second floor also provides more collaborative spaces and waiting areas for students to interact between classes. On the second floor's north side, there will be a study area for students with 136 study carrels and five study rooms. The floor will also have the entrance to the new 750-seat auditorium for events and large classes. Construction of the auditorium is expected to be finished in 2024.

The third floor houses our standardized patient, anatomy and simulation laboratories for medicine and nursing. Our medical simulation units will have areas for operating room simulations, and pediatric patient rooms with simulators and equipment. Adjacent to the medical simulation laboratory the standardized patient's unit will have 19 exam rooms for exercises and exams. The new nursing simulation area will have a pediatric exam simulator, LDR patient sim, isolated patient room, puncture room and other exam rooms within the unit. The new anatomy facility will have 20 anatomy tables and cadaver preparation/storage area. This floor expands and upgrades our simulation units to provide experiential learning opportunities for medical and nursing students.

The fourth-floor houses office space for the CEO, President, Academic Affairs, Schools and Programs administrators. In addition, there are conference rooms available for meetings, a copy/print area, and a staff lounge.

Classroom Building and Laboratories

PHSU Main campus has a total of 16 classrooms distributed in the following buildings: Academic D (7), Building L (4) and Building Q (5).

The Gross Anatomy Lab is in Building E-Main Campus. It can accommodate up to 17 tables. The Clinical Skills and Simulation Laboratory for the School of Nursing is located in the third floor of the Academic Tower.

Research Building

The Research Building is a two stories facility where all research protocols are processed. Also, most of the Basic Sciences Departments offices are in this building.

Student Lounge

PHSU Main campus has a student lounge of 1,500 sq. ft. of interior space and a 1,600 sq. ft. terrace. It is fully equipped. The Academic Tower has more dedicated space in the student commons for studying and socializing.

Standardized Patients and Simulation Laboratory Unit

The Standardized Patient and Simulation Laboratory Unit is located in the third floor of the Academic Tower.

Use of University Equipment

University equipment and supplies are provided for the use of employees in the performance of their official duties for the University as designated from time to time. Use for purposes other than those authorized requires prior authorization.

Educational Technology and Online Learning

PHSU has an Educational Technology and Online Learning unit under the Vice President for Academic Affairs. This unit has a director, a recording studio supervisor, two educational technologists, and three video editors. This team supports faculty, staff, and students in using the educational technology resources available in the institution to meet students' learning experiences. These resources include the Learning Management Systems (Canvas, Moodle), offline examination platform (ExamSoft), videoconferencing tools (Zoom), and Audience Response Systems (iClickers). The unit specialists also develop courses, resources, and workshops for the training of faculty and staff in the use of new technologies and their implementation in the learning environment.

The unit has the necessary equipment for the use and implementation of current and new technologies in education. Also, it has a Recording Studio to assist faculty in the recording of didactic material to be used in teaching modalities such as the flipped (dynamic) classroom. The studio has acquired production monitors, cameras, teleprompter, TV, and computers for video editing for these purposes. The Recording Studio is in Building E-Main campus.

Audiovisual Support

PHSU has a complete audiovisual service that ensures that the proper audiovisual facilities are PHSU Audiovisual unit ensures that the proper audiovisual material, equipment, and services be

available to support faculty teaching, student learning, and administrative activities. The audiovisual office is in Building E-Main Campus.

Ponce Health Sciences University Faculty

School of Medicine

Abdul- Hadi	Anwar	MD	Assistant Professor
Abdelbaset	Ferrahs	PHD	Assistant Professor
Adams Zambrana	Daiana	PHD	Instructor
Acevedo	Frank	MD	Instructor
Acevedo Rodriguez	Pedro	MD	Instructor
Acevedo - Marrero	Carlos A.	MD	Assistant Professor
Acevedo-Sierra	Ignacio	MD	Instructor
Acosta	Deborah	MD	Assistant Professor
Acosta	Pablo	MD	Assistant Professor
Agosto Perez	Mariely	MD	Assistant Professor
Agrait Gonzalez	Miguel	MD	Assistant Professor
Aguirre	Georgina	MD	Professor
Alayon	Marcia	MD	Assistant Professor
Alcazar	Jose	MD	Assistant Professor
Aldamuy-Vigoreaux	Geraldine	MD	Instructor
Aleman Ortiz	Jesse R.	MD	Assistant Professor
Alonso	Hector	MD	Assistant Professor
Alvarado	Luisa I.	MD	Professor
Alvarado	Gilberto	MD	Instructor
Alvarado	Israel	PHD	Assistant Professor
Alvarez Cobian	Ruben	MD	Assistant Professor
Amill Acosta	Samuel	MD	Assistant Professor
Amill Cintron	Roxana	MD	Assistant Professor
Amy Torres	Eduardo	MD	Assistant Professor
Anguita Alvarado	Manuel	MD	Assistant Professor
Antonia	Scott	MD	Professor
Antonmattei-Frontera	Osvaldo	MD	Associate Professor
Aponte-Torres	Laura	MD	Assistant Professor
Appleyard	Caroline	PHD	Professor
Aranda Vicente	Maria	MD	Associate Professor
Arcinegas	Norma	MD	Assistant Professor
Arias	Waleska	MD	Instructor
Armaiz-Peña	Guillermo	PHD	Associate Professor
Arroyo Ramirez	Pedro L.	MD	Assistant Professor

Arroyo Rodriguez	Axel	MD	Assistant Professor
Arroyo Soto	Janice	MD	Assistant Professor
Arroyo Torres	Kervin	MD	Assistant Professor
Arroyo-Rivera	Lillian	MD	Assistant Professor
Arzola Colón	Jorge	MD	Assistant Professor
Aviles Velazquez	Osvaldo	MD	Instructor
Ayala Muñiz	Kermith	MD	Instructor
Ayala Troche	Jose	MD	Assistant Professor
Badillo	Manuel	MD	Assistant Professor
Baez	Marian	MD	Assistant Professor
Baez	Richard	MD	Associate Professor
Baez Colon	Sonia	MD	Assistant Professor
Baez López	Katiuska	MD	Assistant Professor
Baez Moyeno	Antonio M.	MD	Assistant Professor
Baez Rios	Gilbert	MD	Assistant Professor
Baez Rivera	Emilio	MD	Assistant Professor
Baez Torres	Axel	MD	Associate Professor
Baez Torres	Lynette	MD	Assistant Professor
Bailey	Anna	MD	Assistant Professor
Ballester	Gory	MD	Assistant Professor
Barranco-Santana	Elizabeth	MD	Associate Professor
Barreto Soto	Heriberto	MD	Assistant Professor
Bayron Velez	Roberto	MD	Instructor
Beauchamp-Irizarry	Ana	MD	Assistant Professor
Beaz Rivera	Luis F.	MD	Instructor
Bedard Marrero	Valerie	MD	Assistant Professor
Bello Rojas	Gustavo E.	MD	Assistant Professor
Benitez	Pedro	MD	Associate Professor
Benitez Collazo	Victor	MD	Instructor
Bermudez	Gamalier	MD	Assistant Professor
Bermudez Moreno	Edgardo	MD	Assistant Professor
Bermudez-Caba	Andres	MD	Assistant Professor
Bermudez-Nuñez	David R.	MD	Assistant Professor
Bermudez Rivera	Rafael	MD	Instructor
Bermudez-Segarra	Jose	MD	Assistant Professor
Bernal	Delfin	MD	Assistant Professor
Bernaschina-Bobadilla	Claudio P.	MD	Assistant Professor
Berrios Rosado	Carlos R.	MD	Assistant Professor
Betancourt	Diana	MD	Assistant Professor
Betancourt Bojos	Felix	MD	Assistant Professor

Bibiloni Rodriguez	Juan	MD	Associate Professor
Bird-Baker	Hector R.	MD	Professor
Blackmun	Anessa	PHD	Assistant Professor
Blanco Burgos	Malynie	MD	Associate Professor
Blanco Urrutia	Carla	MD	Assistant Professor
Bolaños	Guillermo	MD	Associate Professor
Bonilla	Rosa	MD	Instructor
Bonilla Felix	Melvin A.	MD	Associate Professor
Boodoosingh	Dev R.	MD	Assistant Professor
Bouet Rivera	Kary	MD	Assistant Professor
Bracero-Serrano	Nabal J.	MD	Assistant Professor
Bredy-Dominguez	Rafael E.	MD	Assistant Professor
Burgos Rios	Maricarmen	MD	Assistant Professor
Burgos-Rodriguez	Roberto	MD	Instructor
Bury Fiol	Stephen	MD	Assistant Professor
Caban Acosta	Dixie	MD	Assistant Professor
Cabezas Villanueva	Ana	MD	Instructor
Cabrera	Isabel	MD	Assistant Professor
Cadiz-Fuentes	Carlene	MD	Instructor
Camacho Geck	Orlando	MD	Assistant Professor
Camacho Landron	Carlos	MD	Instructor
Campis Valentin	Alexandra	MD	Assistant Professor
Campos Rivera	Maribel	MD	Assistant Professor
Cancio Berrios	Jose A.	MD	Assistant Professor
Candelario Lopez	Suzette	MD	Instructor
Cangiano	Jose E.	PH.D.	Professor
Cardona	Eric	MD	Instructor
Cardona-Ramirez	Armando	MD	Assistant Professor
Carlo	Simon	MD	Assistant Professor
Carlos Pons	Daniela	MD	Assistant Professor
Carmona	Nestor	MD	Instructor
Capre Febus	Joseph	MD	Instructor
Caraballo	Kathy	MD	Assistant Professor
Carrasquillo	Jean P.	MD	Assistant Professor
Carrero Quiñones	Milton	MD	Assistant Professor
Carrion Vargas	Enrique	MD	Assistant Professor
Cartagena-Ortiz	Roberto	MD	Assistant Professor
Casanova	Cynthia	MD	Assistant Professor
Casado	Maria	MD	Instructor
Casiano-Torres	Carlos F.	MD	Assistant Professor

Castaing	Pedro A.	MD	Assistant Professor
Castañer Barcelo	Juan	MD	Assistant Professor
Castillo Granero	Javier	MD	Assistant Professor
Castillo Ortiz	Javier	MD	Assistant Professor
Castro	Eida	PSY.D.	Instructor
Cerra Franco	Javier	MD	Assistant Professor
Charriez Mercedes	Jonathan	MD	Assistant Professor
Chardon	Domingo	MD	Assistant Professor
Chevere	Sergio	MD	Assistant Professor
Chinea Amadeo	Eduardo	MD	Assistant Professor
Chompre-Gonzalez	Gladys	PHD	Visitant Assistant Professor
Cintron Rivera	Vielka	MD	Assistant Professor
Cintron Rodriguez	Deborah	MD	Instructor
Cobb	Leah	MD	Instructor
Collazo	Victor .	MD	Assistant Professor
Collazo Ornes	Pedro	MD	Assistant Professor
Colon	Carlos	MD	Assistant Professor
Colon	Gardine	MD	Instructor
Colon Peña	Aristides	MD	Assistant Professor
Colón Fernández	Ismael	MD	Instructor
Colon Irizarry	Javier	MD	Assistant Professor
Colon Irizarry	Nydia	MD	Assistant Professor
Colon Laracuenta	Adrian	MD	Assistant Professor
Colón Melendez		MD	Assitant Professor
Colon Morales	Ixaira	MD	Instructor
Colon Rolon	Lisandra	MD	Associate Professor
Colon-Padilla	Juan	MD	Instructor
Colon-Vega	Maribel	MD	Assistant Professor
Collazo Oliver	Pedro	MD	Instructor
Concepcion	Maryrose	MD	Instructor
Corbala-Contreras	Alma R.	MD	Assistant Professor
Cordero	Lisandra	MD	Instructor
Cordero Arill	Rafael	MD	Instructor
Corona Ruiz	Mario	MD	Instructor
Correa Carro	Jose J.	MD	Assistant Professor
Corsino Garayua	Daniel	MD	Assistant Professor
Cortes Flores	Richard	MD	Instructor
Cosme Blanco	Wilfredo	MD	Assistant Professor
Couto	Jose	MD	Instructor
Couto Llinas	Marian	MD	Assistant Professor

Cruz	Nilsa	MD	Instructor
Cruz	Cristobal	MD	Assistant Professor
Cruz	Floridalia	MD	Assistant Professor
Cruz Bracero	Xiomara	MD	Assistant Professor
Cruz Bracero	Jennifer	MD	Instructor
Cruz Cestero	Jose R.	MD	Assistant Professor
Cruz Correa	Jesus	MD	Associate Professor
Cruzado	Armando	MD	Assistant Professor
Cruz-Burgos	Rosa I.	MD	Associate Professor
Cruz-Sanchez	Ricardo	MD	Instructor
Cruz Perez	Franchesca	MD	Assistant Professor
Cruz López	Sydia L.	MD	Md
Cruz Soto	Manuel	MD	Instructor
Cuebas Vélez	Luis R.	MD	Instructor
Cummings Carrerro	Luis E.	MD	Assistant Professor
Davila Castrodad	Nicole	MD	Assistant Professor
Davila Marcano	Keyla	MD	Assistant Professor
De Andino	Ceciliana	MD	Assistant Professor
De Jesus	Carlos	MD	Instructor
De Jesus	Wilfredo	MD	Assistant Professor
De Jesus	Reynaldo	MD	Instructor
De Jesus Garcia	Maria De Los A.	MD	Instructor
De La Torre	Gabriel	MD	Instructor
Del Prado	Ramon	MD	Associate Professor
Del Rio	Iraida	MD	Assistant Professor
Del Rio Santiago	Valentin	MD	Assistant Professor
Del Toro Colberg	Rodolfo	MD	Assistant Professor
Delgado	Juan	MD	Instructor
Delgado Quiñones	Carlos M.	MD	Instructor
Delgado Ortiz	Blas	MD	Instructor
Descartes Soler	Fernando	MD	Assistant Professor
Deshmukh	Ashwin	MD	Assistant Professor
Di Marco-Sierra	Anna	MD	Assistant Professor
Diaz	Rosalyn	MD	Assistant Professor
Diaz	Pedro	MD	Assistant Professor
Diaz Diaz	Mayela	MD	Assistant Professor
Diaz Colón	Ralph	MD	Instructor
Diaz Fernandez	Edgard O	MD	Instructor
Diaz Hernandez	Juan	MD	Assistant Professor
Diaz Negrón	Zuleika	MD	Assistant Professor

Diaz Osterman	Carlos	PHD	Assistant Professor
Diaz Pinto	Hector	MD	Assistant Professor
Diaz Perez	Karen	MD	Instructor
Diaz Pou	Marlene	MD	Assistant Professor
Diaz Sotomayor	Francisco	MD	Instructor
Diaz Rivera	Antonio	MD	Assistant Professor
Diaz Torres	Anita	MD	Instructor
Domenech	Edgar E.	MD	Assistant Professor
Domenech	Laura	MD	Assistant Professor
Ducodray Acevedo	Samadys	MD	Assistant Professor
Dutil	Julie	PHD	Associate Professor
Duyos	Oscar	ORTHOPAEDIC SURGERY, SPINE	Instructor
Echenique Gaztambide	Miguel	MD	Assistant Professor
Echevarria Escudero	Maria E.	MD	Assistant Professor
Echevarria Quintana	Miguel	MD	Assistant Professor
Egozcue-Dionisi	Monica M.	MD	Assistant Professor
Escobar	Pedro	MD	Assistant Professor
Espinell Gonzalez	Nelson	MD	Assistant Professor
Espinet Perez	Rafael	MD	Assistant Professor
Estrada	Carlos	MD	Assistant Professor
Fahed Iñigo	George P.	MD	Assistant Professor
Falto	Leyre	MD	Assistant Professor
Fargas Berrios	Neichma	MD	Assistant Professor
Farinacci	Pedro	MD	Assistant Professor
Farrin Manian	Manian	MD	Assistant Professor
Febo	Marta	MD	Professor
Feliciano Diaz	Gisela	MD	Assistant Professor
Feliciano Velez	Walter	MD	Assistant Professor
Fernandez	Samuel	MD	Assistant Professor
Fernandez	Juan	PHD	Professor
Fernandez Caamaño	Hostos	MD	Instructor
Fernandez Estrada	Jaquelina	MD	Instructor
Fernandez Soltero	Rafael	MD	Assistant Professor
Fernandez- Rodriguez	Blanca	MD	Instructor
Figueroa	Ana I.	MD	Assistant Professor
Figueroa	Jasmine	MD	Assistant Professor
Figueroa Colon	Mirely	MD	Instructor
Fernandez Estrada	Jaquelina	MD	Instructor

Figueroa Rosario	Sonia	MD	Instructor
Figueroa-Rubero	Gladysmaria	MD	Instructor
Finch	Clara	MD	Professor
Finch Frascchetti	Ana F.	MD	Assistant Professor
Flores	Idhaliz	PHD	Professor
Flores Almodovar	Hector	MD	Instructor
Flores - De Hostos	Efrain M.	MD	Associate Professor
Flores Torres	Luis A.	MD	Assistant Professor
Font	Luis	MD	Assistant Professor
Fontanet Sanchez	Ricardo	MD	Assistant Professor
Fontanez	Darah	PHD	Associate Professor
Fontan-Lasanta	Luis	MD	Assistant Professor
Fornaris	Reinaldo	MD	Assistant Professor
Franceschini	Gilberto	MD	Assistant Professor
Franco-Chavez	Jose	MD	Assistant Professor
Franco-Velez	Luis	MD	Associate Professor
Franqui	Wilson	MD	Professor
Fuentes Borrero	Carlos A.	MD	Assistant Professor
Fullana	Altagracia	MD	Instructor
Fumero	Jose	MD	Assistant Professor
Galarza	Ruben	MD	Assistant Professor
Galarza	Sandra	MD	Assistant Professor
Galera Santiago	Angel	MD	Assistant Professor
Galib	Yusef	MD	Assistant Professor
Galloza-Otero	Juan C.	MD	Assistant Professor
Gandara Perea	Jose G.	MD	Instructor
Gaona-Reyes	Carlos	MD	Instructor
Garcia Amador	Yussel	MD	Assistant Professor
Garcia Gubern	Carlos F.	MD	Professor
Garcia Mateo	Jose	MD	Assistant Professor
Garcia Medina	Aurelio	MD	Assistant Professor
Garcia Nieves	Rafael	MD	Assistant Professor
Garcia Orta	Alberto	MD	Assistant Professor
Garcia Ortega	Enid	MD	Assistant Professor
Garcia Rivera	Julio	MD	Instructor
Garcia Rivera	Fernando	MD	Assistant Professor
Garcia-Rivera	Edwin G.	MD	Instructor
Gelpi-Guzman	Angel L.	MD	Instructor
Gely Rojas	Leticia	MD	Assistant Professor
Ghigliotti	Luis D.	MD	Instructor

Gierbolini	Gian	MD	Instructor
Godreau Soto	Eileen M.	MD	Assistant Professor
Godreau-Bartolamenti	Luis G.	MD	Instructor
Gomez Martinez	Ricardo	MD	Instructor
Gomez Rivera	Cesar G.	MD	Assistant Professor
Gomez Rivera	Jose	MD	Instructor
Gomez-Torres	Edward	MD	Instructor
Gonzalez	Renier	MD	Instructor
Gonzalez Betancourt	Alfredo	MD	Instructor
Gonzalez Buonomo	Javier	MD	Instructor
Gonzalez Cancel	Ivan	MD	Assistant Professor
Gonzalez Colón	Marie	MD	Instructor
Gonzalez Chavez	Jose	MD	Associate Professor
Gonzalez Cruz	Juan	MD	Instructor
Gonzalez Montes	Jessica	MD	Associate Professor
Gonzalez Ortiz	Hiram	MD	Assistant Professor
González Pons	Eduardo	MD	Assistant Professor
Gonzalez Torres	Emilio	MD	Assistant Professor
Gonzalez Torres	Pedro	MD	Assistant Professor
Gonzalez Vale	Joan	MD	Assistant Professor
Gonzalez Zamora	Yolanda	MD	Associate Professor
Gonzalez-Diaz	Merbil R.	MD	Instructor
Goveo Ortiz	Luis	MD	Assistant Professor
Green	Shannon	DC	Assistant Professor
Guerra	Jhon	MD	Associate Professor
Gutierrez Colón	Francisco	MD	Assistant Professor
Gutierrez Dorrington	Jorge H.	MD	Assistant Professor
Guzman	Yahaira	MD	Assistant Professor
Haridas	Seema	PHD	Associate Professor
Hernandez Miranda	Victor	MD	Assistant Professor
Hernandez Ramirez	Aaron	MD	Assistant Professor
Hernandez Rivera	Helder	MD	Assistant Professor
Hernandez Rodriguez	Jeffrey	MD	Assistant Professor
Hernandez Rodriguez	Ines	MD	Assistant Professor
Hernandez Santiago	Ruben	MD	Assistant Professor
Hernandez-Ortiz	Eric G.	MD	Assistant Professor
Hidalgo- Rivera	Bernardine M.	MD	Assistant Professor

Higuera	Stephen	MD	Instructor
Hill	Martin	PHD	Professor
Hourruitiner	Ivan	MD	Instructor
Hurtado	William	MD	Assistant Professor
Iglesias Escabi	Ivonne	MD	Assistant Professor
Irizarry	Lydia	MD	Assistant Professor
Irizarry Reyes	Luis	MD	Assistant Professor
Irizarry Rodriguez	Meredith	MD	Instructor
Irizarry-Cruz	Elmer L.	MD	Instructor
Isidro	Angel	MD	Professor
Iturrino	Doris	MD	Assistant Professor
Jimenez Carlo	Ricky	MD	Assistant Professor
Jimene Davila	Christine	MD	Assistant Professor
Jimenez-Dieztch	Sofia	PHD	Professor
Jimenez Maldonado	Jorge	MD	Instructor
Jove-Gotay	Gloria	MD	Assistant Professor
Julia	Jimmy	MD	Assistant Professor
Justiniano	Marcos	MD	Instructor
Justiniano Garcia	Hildamari	MD	Assistant Professor
Justiniano García	Janice	MD	Assistant Professor
Laboy Torres	Joaquin A.	MD	Professor
Laforet Matos	Miguel	MD	Instructor
Lamboy De Leon	Aurea	MD	
Lampon	Khris	MD	Assistant Professor
Lasalle Lopez	Miguel A.	MD	Assistant Professor
Lastra	Jorge	MD	Assistant Professor
Lebron Rodriguez	Angel R.	MD	Assistant Professor
León	Roberto	MD	Assistant Professor
Lopez	Arturo	MD	Associate Professor
Lopez	Maricarmen	MD	Assistant Professor
Lopez	Nydia J.	MD	Associate Professor
Lopez Acevedo	Nicolas	MD	Assistant Professor
Lopez Asencio	Carlos	MD	Instructor
Lopez De Jesus	Fernando	MD	Assistant Professor
Lopez Mas	Alejandro	MD	Assistant Professor
Lopez-Martinez	Annette Y.	MD	Assistant Professor
Lozada Figueroa	David	MD	Assistant Professor
Luciano	Orlando	MD	Assistant Professor
Lugo	Eileen	MD	Assistant Professor
Lugo	Humberto	MD	Associate Professor

Lugo	Luis	MD	Assistant Professor
Lugo De Jesus	Javier	MD	Assistant Professor
Lugo Martinez	Dolly	MD	Assistant Professor
Lugo-Gutierrez	Fabio	MD	Professor
Lugo-Rodriguez	Gabriel	MD	Assistant Professor
Lugo-Sanchez	William	MD	Assistant Professor
Lugo-Velez	Luis	MD	Assistant Professor
Luker Needham	Lance	PHD	Instructor
Luque Fontanez	Cesar	MD	Assistant Professor
Madera	Freddy A.	THORACIC AND CARDIOVASCULAR SURGERY	Assistant Professor
Magraner Suarez	Miguel	MD	Professor
Malinow	Iona	MD	Assistant Professor
Maldonado Gomez	Lyssette	MD	Instructor
Maldonado Molina	Alberto	MD	Assistant Professor
Maldonado Santos	Carlos	MD	Instructor
Malpica Torres	Lorna	MD	Instructor
Manian	Farrin	MD	Assistant Professor
Marquez Minondo	Dianne	MD	Assistant Professor
Marquez Sarraga	Raul	MD	Assistant Professor
Marrero	Luis G.	MD	Instructor
Marrero	Roberto	MD	Assistant Professor
Marrero	Hector	MD	Instructor
Marrero Canino	Jeannette	MD	Assistant Professor
Marrero Martinez	Sylmarie	MD	Assistant Professor
Marrero Medina	Sarah	MD	Assistant Professor
Martinez	Gabriel	MD	Assistant Professor
Martinez	Hector	MD	Associate Professor
Martinez	Jose Manuel	MD	Instructor
Martinez	Rosendo	MD	Assistant Professor
Martinez	Shannalee	PHD	Assistant Professor
Martinez Barroso	José R.	MD	Assistant Professor
Martinez Bonilla	Lemuel	MD	Assistant Professor
Martinez Campos	Jose E.	MD	Instructor
Martinez Del Toro	Manuel	MD	Assistant Professor
Martinez Gonzalez	Manuel	MD	Assistant Professor
Martinez Lugo	Esteban	MD	Instructor
Martinez Padilla	Annette	MD	Instructor
Martinez Rodriguez	Gabriel	MD	Assistant Professor
Martinez Trabal	Jorge L.	MD	Professor

Martinez-Martell	Edilberto	MD	Associate Professor
Matos	Nelson	MD	Assistant Professor
Matta-Murias	Jaime	PHD	Professor
Mcburney	Edward	MD	Assistant Professor
Medero Rodriguez	Priscilla	MD	Assistant Professor
Medina	Arturo	MD	Professor
Medina	Manuel	MD	Assistant Professor
Medina	Sharlene	MD	Assistant Professor
Medina Albertorio	Sonia	MD	Instructor
Medina Colon	Magaly	MD	Assistant Professor
Medina Cucurella,	Evaristo	MD	Instructor
Medina Velez	Giselle	PSYD	Assistant Professor
Melendez	Luis	MD	Assistant Professor
Melendez	Francisco J.	MD	Assistant Professor
Melendez Gonzalez	Hector	MD	Assistant Professor
Melendez Rivera	Ivan	MD	Assistant Professor
Melendez- Hernandez	Julio E.	MD	Assistant Professor
Mendez Feliciano	Yadira	MD	Instructor
Mendez Badia	Rebeca	MD	Assistant Professor
Mendez Torres	Freddy	MD	Assistant Professor
Mendoza Vallego	Adalberto	MD	Professor
Mercado	Flavia E.	MD	Visiting P[rofessor
Mercado	Joshua	MD	Assistant Professor
Mercado	Trinidad	MD	Instructor
Mercado De Gorgolas	Mercado	MD	Assistant Professor
Mercado Seda	Rogelio	MD	Assistant Professor
Merle Ramirez	Santa	MD	Instructor
Micames Caceres	Carlos	MD	Assistant Professor
Michelen-Namnum	Victoria	MD	Associate Professor
Miranda Comas	Gerardo	MD	Assistant Professor
Monasterio	Jesus M.	MD	Assistant Professor
Montalvo	Elizama	MD	Assistant Professor
Montalvo Bonilla	Luis	MD	Instructor
Montalvo Medina	Sara I.	MD	Instructor
Montalvo-Figueroa	Jose A.	MD	Assistant Professor
Montañez Ramos	Victor	MD	Instructor
Morales	Ahmed	MD	Assistant Professor
Morales - Rodriguez	Nancy	MD	Instructor
Morales-Pujols	Omar	MD	Instructor

Morell Cataquet	Manuel A.	MD	Assistant Professor
Mujica Trenche	Samuel	MD	Assistant Professor
Mulero	Eugenio	MD	Assistant Professor
Muñiz-Camacho	Pascual	MD	Instructor
Murray	Gisela	MD	Assistant Professor
Murphy	Francisco	MD	Instructor
Negrón Nazario	Carlos	MD	Assistant Professor
Nazario	Hector	MD	Assistant Professor
Nazario	Javier	MD	Assistant Professor
Nazario Fernandez	Juan A.	MD	Assistant Professor
Nazario Weber	Juan	MD	Assistant Professor
Nazario-Rodriguez	Angel	MD	Instructor
Negroni	Xamayta	MD	Assistant Professor
Nieves Rodriguez	Aracelis	MD	Assistant Professor
Nieves-Sanchez	Antonia	PSYD	Instructor
Nieves Tirado	Maria	MD	Assistant Professor
Noel Jr.	Richard J.	PHD	Professor
Noya Monagas	Jorge	MD	Assistant Professor
Nunez	Rebeca	PHD	Assistant Professor
Nygard	Stephanie	PHD	Assistant Professor
Ocasio Rodriguez	Claudia	MD	Assistant Professor
Ochoa	Eduardo	MD	Assistant Professor
Odeh	Murad	PHD	Assistant Professor
Olivencia Rabell	Humberto	MD	Assistant Professor
Olivares Almanzar	Carlos	MD	Instructor
Oliveras	Charles	MD	Assistant Professor
Oliveras Garcia	Carene A.	MD	Assistant Professor
Olivier	Mildred	MD	Assistant Professor
Olivieri	Odette	MD	Associate Professor
Olivo Echavarry	Vanessa	MD	Assistant Professor
Oquendo Del Toro	Helen	MD	Assistant Professor
Orraca Lugo	Carlos	MD	Instructor
Orta Cardona	Brenda	MD	Assistant Professor
Ortiz Cruz	Bethzaida	MD	Assistant Professor
Ortiz Heredia	Luis	MD	Assistant Professor
Ortiz Justiniano	Victor	MD	Professor
Ortiz Laracuenta	Sabato	MD	Assistant Professor
Ortiz Martínez	Hector L.	MD	Assistant Professor
Ortiz Orama	Alexandra	MD	Assistant Professor
Ortiz Ortiz	Lorimar	MD	Assistant Professor

Ortiz Rosado	Jose A.	MD	Assistant Professor
Ortiz-Rivera	Anabelle	MD	Instructor
Otero Maldonado	Marielys	MD	Assistant Professor
Otero Rodriguez	Carlos	MD	Assistant Professor
Otero Rosado	Alexis	MD	Assistant Professor
Pacheco López	Paulette	MD	Assistant Professor
Padilla Rosa	Samuel	MD	Instructor
Padilla-Rodriguez	Maria Del C.	MD	Instructor
Padro	Ana	MD	Assistant Professor
Padron Carmona	Jose	MD	Assistant Professor
Padua	Antonio	MD	Assistant Professor
Padua Perez	Samuel	MD	Assistant Professor
Pagan Rivera	Bryan	MD	Assistant Professor
Pagan-Rodriguez	Lenny	MD	Assistant Professor
Panelli	Pedro F.	MD	Assistant Professor
Patel	Sanjivan	MD	Assistant Professor
Pascual Marrero	Annette	MD	Assistant Professor
Pascual Marrero	Jeamarie	MD	Instructor
Pate	Alicia	PHD	Assistant Professor
Peguero Rivera	Julio A.	MD	Associate Professor
Pelet Mejias	Jorge I	MD	Assistant Professor
Pereira Torruellas	Gabriel	MD	Instructor
Perez	Lisandra	MD	Assistant Professor
Perez Arroyo	Hector	MD	Assistant Professor
Perez Canabal	Alfredo	MD	Assistant Professor
Perez Colon	Dennis	MD	Assistant Professor
Perez Delboy	Annette	MD	Assistant Professor
Perez Garcia	Jose	MD	Instructor
Perez Gil	Francisco J.	MD	Assistant Professor
Perez Gomez	Vivian	MD	Assistant Professor
Perez Lopez	Carlos Javier	MD	Assistant Professor
Perez Lopez	Gabriel	MD	Assistant Professor
Perez Melendez	Zenaida	MD	Instructor
Perez Nieves	Roberto	MD	Assistant Professor
Perez Ramos	Felix	MD	Assistant Professor
Perez Rosado	Juan F	MD	Instructor
Pierantoni	Marlene	MD	Assistant Professor
Pietri	Waleska	MD	Assistant Professor
Piñero Gonzalez	Luis	MD	Instructor
Porch	Juliet	MD	Assistant Professor

Portalatin Perez	Edwin	MD	Instructor
Porter-Benedict	James	PHD	Professor
Pou	Jose M.	MD	Associate Profesor
Pou Martinez	Antonio R.	MD	Assistant Professor
Pratts Rodriguez	Keyla	MD	Instructor
Puig	Hector	MD	Assistant Professor
Quetsell	Aileen	MD	Instructor
Quintana	Edgardo	MD	Assistant Professor
Quiñones	Virgen	MD	Assistant Professor
Quiñones Martinez	Abelardo	MD	Instructor
Quintana Latorre	Myrta Y.	MD	Assistant Professor
Quintana-Gonzalez	Francisco J.	MD	Instructor
Ramakrishnan	Devi	PHD	Assistant Professor
Ramirez	Jose	MD	Assistant Professor
Ramírez Coriano	Lyselle V.	MD	
Ramirez	Lucas	MD	Assistant Professor
Ramirez Cacho	William	MD	Instructor
Ramirez Carrerro	Rodolfo	MD	Instructor
Ramirez Ferrer	Luis	MD	Assistant Professor
Ramirez Fonseca	Tania	MD	Assistant Professor
Ramirez Gonzalez	Antonio	MD	Instructor
Ramirez Justiniano	Alfredo	MD	Assistant Professor
Ramirez Lluch	Norman	MD	Associate Professor
Ramirez Lopez	Alberto	MD	Assistant Professor
Ramirez Ramon	Veronica	MD	Assistant Professor
Ramirez Rodriguez	Yolanda	MD	Instructor
Ramirez Ronda	Ramon	MD	Assistant Professor
Ramirez-Diaz	Ingrid	MD	Assistant Professor
Ramos	Rebecca	MD	Assistant Professor
Ramos	Juan	MD	Assistant Professor
Ramos-Benitez	Marcos	PHD	Assistant Professor
Ramos Diaz	Luis	MD	Instructor
Ramos Gonzalez	Juan	MD	Assistant Professor
Ramos-Cartagena	Ramon	MD	Assistant Professor
Ramos-Rodriguez	Luis E.	MD	Assistant Professor
Ramos Santiago	Sonia	MD	Instructor
Ramos-Torres	Victor J.	MD	Assistant Professor
Rentas	Juan C.	MD	Assistant Professor
Repollet Otero	Christian	MD	Instructor
Reyes	Francisco	MD	Assistant Professor

Reyes Martinez	Miguel	MD	Instructor
Reyes Rabanillos	Maria L.	MD	Assistant Professor
Reyes Rodriguez	Martha	MD	Instructor
Reyes Rosario	Yadira	MD	Assistant Professor
Reyes Santiago	Omayra	MD	Assistant Professor
Reyes Talavera	Barbara	MD	Instructor
Reyes Torres	Jose	MD	Assistant Professor
Reymunde	Alvaro	MD	Assistant Professor
Riega	Magda	MD	Assistant Professor
Rios Cardona	Keishla	MD	Instructor
Rios Enriquez	Maria	MD	Assistant Professor
Rivera	Elizabeth	EDD	Professor
Rivera	Kenneth	MD	Instructor
Rivera	Hector	MD	Instructor
Rivera	Alberto	MD	Assistant Professor
Rivera Amill	Vanessa	PHD	Professor
Rivera Ayala	Aileen	MD	Instructor
Rivera Berrios	Rafael J.	MD	Assistant Professor
Rivera Borges	Felix M.	MD	Assistant Professor
Rivera Del Rio	Jose	MD	Assistant Professor
Rivera Diaz	Zayra	MD	Assistant Professor
Rivera Esparra	Jose	MD	Assistant Professor
Rivera Figueroa	Mayra I	MD	Instructor
Rivera Frometa	Beth Ann	MD	Instructor
Rivera Maldonado	Hector	MD	Instructor
Rivera Melendez	Erilia	MD	Assistant Professor
Rivera Miranda	Jose	MD	Instructor
Rivera Pedrego	Francisco	MD	Associate Professor
Rivera Rivera	Lillian V.	MD	Associate Professor
Rivera Rivera	Jose O.	MD	Assistant Professor
Rivera Santos	Angel	MD	Assistant Professor
Rivera Torres	Miguel	MD	Assistant Professor
Rivera Vega	Carol D.	MD	Instructor
Rivera Velazquez	Jose	MD	Assistant Professor
Rivera-Colon	Guireida	MD	Assistant Professor
Rivera-De Jesus	Judibelle	MD	Instructor
Rivera-Gonzalez	Sandra	MD	Assistant Professor
Rivera-Valentin	Amnelys	MD	Assistant Professor
Robles	Brenliz	MD	Instructor
Robles Torres	Yarret	MD	Assistant Professor

Rodríguez González	Carmen	MD	
Rodriguez	Nicole	MD	Assistant Professor
Rodriguez	Edwin	MD	Assistant Professor
Rodriguez	Olga	MD	Professor
Rodriguez	Fernando	PHD	Professor
Rodriguez Acosta	Juan	MD	Associate Professor
Rodriguez Allende	Edwin	MD	Instructor
Rodriguez Aquino	Eddie	MD	Assistant Professor
Rodriguez Arias	Jaime	MD	Professor
Rodriguez Arroyo	Jesus	MD	Associate Professor
Rodriguez Cruz	Robert	MD	Assistant Professor
Rodriguez Ferrer	Jennifer	MD	Assistant Professor
Rodriguez Galarza	Zullimary	MD	Assistant Professor
Rodriguez Gotay	Gladys C.	MD	Assistant Professor
Rodriguez Hernandez	Janice	MD	Assistant Professor
Rodriguez Hernandez	Luis	MD	Instructor
Rodriguez Mier	Vanessa	MD	Assistant Professor
Rodriguez Muñoz	Yaritza	MD	Instructor
Rodriguez Nazario	Edgar	MD	Assistant Professor
Rodriguez Olivera	Jose	MD	Assistant Professor
Rodriguez Ortiz	Pablo	MD	Assistant Professor
Rodriguez Rabassa	Mary	MD	Professor
Rodriguez Rivera	Laura	MD	Assistant Professor
Rodriguez Rivera	Lourdes	MD	Assistant Professor
Rodriguez Ruiz	Luis A.	MD	Instructor
Rodriguez Saenz	Luis	MD	Assistant Professor
Rodriguez Santana	Virgilio	MD	Instructor
Rodriguez Terry	Luis	MD	Assistant Professor
Rodriguez Torres	Laura	MD	Instructor
Rodriguez Vega	Gloria	MD	Assistant Professor
Rodriguez-Gonzalez	Zaskia	MD	Instructor
Rodriguez-Llauger	Annabelle	MD	Assistant Professor
Rodriguez-Mercado	Rafael	MD	Professor
Rodriguez-Ramos	Jose O.	MD	Assistant Professor
Rodriguez-Ramos	Ronald A.	MD	Instructor
Rolon	Yamilka	MD	Assistant Professor
Roman	William	MD	Assistant Professor
Rodriguez Torres	Laura	MD	Instructor
Roman Carlo	Rosa	MD	Assistant Professor

Roman Deynes	Jorge L.	MD	Instructor
Román Morales	Iris B.	MD	Assistant Professor
Roman-Torres	Rose M.	MD	Assistant Professor
Romero Casillas	Jonathan	MD	Instructor
Roque Velazquez	Felix	MD	Assistant Professor
Roriguez De Leon	Ivan	MD	Assistant Professor
Rosa Toledo	Luis R.	MD	Assistant Professor
Rosado	Angie	MD	Assistant Professor
Rosado Carrion	Barbara	MD	Associate Professor
Rosario Martinez	Carlos A.	MD	Assistant Professor
Rosario-Vargas	Luis	MD	Assistant Professor
Ruggiero	Ralph R.	MD	Assistant Professor
Ruiz Aburto	Javier	MD	Assistant Professor
Ruiz Deya	Gilberto	MD	Associate Professor
Ruiz Mercado	Isaac O.	MD	Assistant Professor
Ruiz Montilla	Marina	MD	Assistant Professor
Ruiz Oronoz	Joaquin	MD	Instructor
Ruiz Ortiz	Lynette	PHD	Assistant Professor
Ruiz Prieto	Armando	MD	Instructor
Ruiz Rivera	Luis R.	MD	Assistant Professor
Saavedra	Harold	PHD	Professor
Saavedra Belaunde	Jose	MD	Assistant Professor
Saadé Yordan	Ricardo	MD	Assistant Professor
Sabater	Nuria	MD	Associate Professor
Saenz De Rodriguez	Carmen	MD	Associate Professor
Salgueiro-Bravo	Jesus M.	MD	Associate Professor
Sanchez	Gustavo R.	MD	Assistant Professor
Sanchez	Nestor	MD	Professor
Sanchez	Fitzgeralgo	MD	Assistant Professor
Sanchez Courtney	Yariel	MD	Instructor
Sanchez Jordan	Maria	MD	Assistant Professor
Sanchez - Colon	Maria Del C.	PHD	Associate Professor
Sanchez Gaetan	Felipe	MD	Assistant Professor
Sanchez Pont	Julio	MD	Assistant Professor
Sánchez Plazas	Liza C.	MD	Assistant Professor
Sanchez Jordan	Maria C.	MD	Assistant Professor
Sandoval Rodriguez	Roberto	MD	Instructor
Santaliz Ruiz	Luis E.	MD	Instructor
Santa	Jesus J.	MD	Instructor
Santana-Paracchini	Adrian A.	MD	Assistant Professor

Santa-Rosario	Eileen E.	MD	Instructor
Santiago	Maritza	MD	Associate Professor
Santiago	Alejandra	MD	Instructor
Santiago	William	MD	Assistant Professor
Santiago	Maruja	MD	Assistant Professor
Santiago	Rosa Elena	MD	Assistant Professor
Santiago	Pedro	PHD	Associate Professor
Santiago Aponte	Carmen	MD	Instructor
Santiago Arce	Madeline	MD	Instructor
Santiago Arce	Marisol	MD	Instructor
Santiago Cummings	Manuel	MD	Assistant Professor
Santiago Delgado	Judianys	MD	Instructor
Santiago Haddock	Daniella	MD	Assistant Professor
Santiago Medina	Santos	MD	Assistant Professor
Santiago Rivera	Jose	MD	Assistant Professor
Santiago-Font	Jose A.	MD	Assistant Professor
Santiago-Gonzalez	Osvaldo J.	MD	Assistant Professor
Santiago-Mateo	Sonia	MD	Instructor
Santiago-Mateo	Carmen L	MD	Assistant Professor
Santini Dominguez	Rafael	MD	Assistant Professor
Santini- Olivieri	Hector	MD	Assistant Professor
Santos	Alexi	MD	Assistant Professor
Santos Quiñones	Ana T.	MD	Instructor
Sarmiento Forastieri	Jesus	MD	Instructor
Seda	Felix	MD	Assistant Professor
Seda-Rodriguez	Jaffet	MD	Instructor
Segarra	Amaury	MD	Assistant Professor
Segal Pomales	Alexander	MD	Instructor
Segura-Nieves	Enrique	MD	Assistant Professor
Señeriz Ortiz	Rafael	MD	Assistant Professor
Sepulveda	Lourdes V	MD	Assistant Professor
Sepulveda-Orengo	Marian T.	PHD	Associate Professor
Serpa	Miguel	MD	Assistant Professor
Serrano	German	MD	Assistant Professor
Serrano	Luis A.	MD	Assistant Professor
Sheplan Olsen	Lawrence	MD	Assistant Professor
Shaffer	Joann	MD	Associate Professor
Smethurst	Mark	MD	Assistant Professor
Silva	Hector	MD	Assistant Professor
Silva	Maria	MD	Assistant Professor

Soares	Astrid	MD	Assistant Professor
Soler Banchs	Gabriella	MD	Instructor
Soler Bernardini	Hiram M.	MD	Assistant Professor
Soler Santiago	Richard	MD	Assistant Professor
Soltero Oliveras	Ernesto R.	MD	Professor
Soto Rivera	Jorge	MD	Assistant Professor
Soto Tapia	Edwin	MD	Instructor
Steljes	Trina	MD	Assistant Professor
Suarez	Carmen	MD	Assistant Professor
Suarez Baez	Samuel	MD	Assistant Professor
Suarez Almedina	Luis C.	MD	Instructor
Suarez Lozada	Francisco	MD	Assistant Professor
Suarez Villamil	Miguel	MD	Instructor
Suleiman	Mohammad	MD	Assistant Professor
Surillo	Michelle	MD	Instructor
Surillo Dahdad	Laura	MD	Assistant Professor
Tarrats Ortolaza	Luis A.	MD	Assistant Professor
Tirado	Grissell	PHD	Assistant Professor
Thompson	Kenira	PHD	Professor
Toledo Garcia	Marilyn	MD	Instructor
Toledo-Espiet	Hazel A.	MD	Assistant Professor
Toro Burguete	Jorge A.	MD	Assistant Professor
Toro Torres	Ramon	MD	Assistant Professor
Torre-Leon	Francisco	MD	Assistant Professor
Torres	Angel	MD	Assistant Professor
Torres	Ana I	MD	Associate Professor
Tarrats Ortolaza	Luis A.	MD	Assistant Professor
Torres	Anibal R.	MD	Associate Professor
Torres	Marla	MD	Assistant Professor
Torres Acevedo	Javier J.	MD	Assistant Professor
Torres Cintron	Jose	MD	Assistant Professor
Torres Comas	Emilette	MD	Assistant Professor
Torres Fernandez	Orlando	MD	Associate Professor
Torres Hernandez	Axel	MD	Assistant Professor
Torres Lozada	Francisco J.	MD	Associate Professor
Torres Negron	Lilith	PHD	Assistant Professor
Torres Ortiz	Victor	MD	Assistant Professor
Torres Perez	Maria	MD	Assistant Professor
Torres Ramos	Jamith	MD	Assistant Professor
Torres Reveron	Annelyn	PHD	Adjunct Assistant Professor

Torres Ruiz	Jose	PHD	Professor
Torres Serrant	Maribel	MD	Assistant Professor
Torres Silva	Jose	MD	Instructor
Torres Torres	Sanet	MD	Assistant Professor
Torres Torres	Lizanabell	MD	Assistant Professor
Torruella	Luis J.	MD	Assistant Professor
Tosado Polanco	Juan	MD	Instructor
Tosca	Maria De Lourdes	MD	Instructor
Tous	Luis	MD	Assistant Professor
Trabanco	Cesar	MD	Assistant Professor
Ubilla-Ramirez De Arellano	Alexandra Del C.	MD	Assistant Professor
Valdes	Victor	MD	Instructor
Valentin Mari	Maria De Los A.	MD	Assistant Professor
Valentin Nieves	Julio	MD	Assistant Professor
Vargas Gonzalez	Oscar	MD	Assistant Professor
Vargas Santos	Jeniffer M.	MD	Assistant Professor
Vargas Soto	Hector A.	MD	Assistant Professor
Vazquez	Janessa	MD	Assistant Professor
Vazquez	Samuel	MD	Instructor
Vazquez	Wilfredo	MD	Professor
Vazquez Cobian	Liza	MD	Assistant Professor
Vazquez Diaz	Jose A	MD	Assistant Professor
Vazquez Dubeau	Daisy	MD	Assistant Professor
Vázquez González	Edgard	MD	Instructor
Vazquez Pelyhe	Rafael	MD	Instructor
Vazquez Ramos	Danessa	MD	Assistant Professor
Vazquez Roura	Francis	MD	Assistant Professor
Vazquez-Santiago	Fabian	PHD	Assistant Professor
Vazquez Vargas	Edgar	MD	Assistant Professor
Vega Torres	Luis R.	MD	Assistant Professor
Velazquez	Magdalena	MD	Assistant Professor
Velazquez	Roberto	MD	Assistant Professor
Velazquez Almodovar	Vylma	MD	Associate Professor
Velez	Hector	MD	Assistant Professor
Vélez	Samuel	MD	Instructor
Vélez	Axel W.	MD	Assistant Professor
Velez Estades	Nydia	MD	Assistant Professor
Velez Martinez	Nelson	MD	Instructor

Velez Rivera	Karla	MD	Assistant Professor
Velez Rodriguez	Herminio	MD	Instructor
Velez Velez	Johanna	MD	Instructor
Velez-Garcia	Iris V.	MD	Instructor
Venegas Perea	Jorge	MD	Assistant Professor
Vera	Jorge	MD	Assistant Professor
Vera	Mayra	MD	Assistant Professor
Vera Colon	Lumen	MD	Instructor
Vera Quiñones	Alexis	MD	Assistant Professor
Vicente	Maria	MD	Assistant Professor
Viñuela	Angel	MD	Assistant Professor
Villa Colon	Jaime	MD	Assistant Professor
Villareal Morales	Martha	MD	Instructor
Villegas Ceide	Victor	MD	Assistant Professor
Waturuocha	Chiedozie	MD	Associate Professor
Whatts Santos	Pedro M.	MD	Assistant Professor
Ysern Borrás	Fernando J.	MD	Assistant Professor
Zabala	Alberto	MD	Instructor
Zalacain	Joaquin	MD	Assistant Professor
Zapata-Molina	Nilda	MD	Assistant Professor
Zaragoza Rivera	Cellymar	MD	Instructor
Zayas	Francis	MD	Assistant Professor
Zequeira Diaz	Juan	MD	Assistant Professor

School of Behavioral and Brain Sciences

Alvarado, Eunice	PsyD	Ponce Health Sciences University	Associate Professor
Barros, Bárbara	PsyD	Ponce Health Sciences University	Assistant Professor
Bermonti, Mario	PhD	University of Puerto Rico, Río Piedras Campus	Assistant Professor
Cappas, Nydia M.	PsyD	Ponce Health Sciences University	Professor
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Cedano, Yassira M.	PsyD	Ponce Health Sciences University	Assistant Professor
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Colón, Joan	PsyD	Ponce Health Sciences University	Assistant Professor
Cordero, Giselle	PhD	University of Puerto Rico, Río Piedras Campus	Assistant Professor
Deliz, Laura	PsyD	Ponce Health Sciences University	Assistant Professor
Esteban, Caleb	PhD	Carlos Albizu University	Assistant Professor
Estrada, Johanna	PsyD	Carlos Albizu University	Assistant Professor

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Garrido, María	PsyD	Rutgers University	Professor
González, Juan	PsyD	Carlos Albizu University	Assistant Professor
González, Marielly	PsyD	Ponce Health Sciences University	Assistant Professor
González, Marilis	PsyD	Ponce Health Sciences University	Assistant Professor
Hernández, Javier	PsyD	Ponce Health Sciences University	Associate Professor
Hernández, Luis K.	PsyD	Ponce Health Sciences University	Assistant Professor
Hoyos, Viviana	PsyD	Ponce Health Sciences University	Associate Professor
Jiménez, Julio	MD	Central University of Venezuela	Professor
Jove, Karen	PhD	Interamerican University, Metropolitan Campus	Assistant Professor
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López, Rebecca	PhD	Interamerican University, Metropolitan Campus	Assistant Professor
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Polanco, Norka	PhD	Ponce Health Sciences University	Assistant Professor
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Ramos, Axel	PhD	Ponce Health Sciences University	Associate Professor
Ríos, Efraín J.	PsyD	Ponce Health Sciences University	Assistant Professor
Rivera, Eliut	PhD	Ponce Health Sciences University	Associate Professor
Rodríguez, Mary	PsyD	Ponce Health Sciences University	Professor
Rodríguez, Walter	PsyD	Ponce Health Sciences University	Assistant Professor
Rosario, Adam	PhD	Carlos Albizu University	Assistant Professor
Rosario, Ernesto	PhD	Carlos Albizu University	Professor
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Toro, Valerie	PsyD	Ponce Health Sciences University	Associate Professor
Torres, Normarie	PhD	Ponce Health Sciences University	Assistant Professor

Vega, Stephanie	PsyD	Ponce Health Sciences University	Associate Professor
Vázquez, Marvin	PsyD	Interamerican University, San German Campus	Assistant Professor
Velázquez, Glorimar	PsyD	Carlos Albizu University	Assistant Professor
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Public Health Program

Bosque, Adalberto	PhD, MBA REM, CEA, CESCO	Turabo University	Professor, Environmental Track Coordinator
Bredy, Rafael	MD, MBE, MScCR	Universidad Central de Venezuela, Instituto Tecnológico de Santo Domingo, UPR Medical Sienes	Associate Professor, Applied Practicum Experience Coordinator
Fraticelli, Frank	MPHE, PhD	UPR Medical Sciences, Pontifical Catholic University of Puerto Rico	Assistant Professor, General Track Coordinator
Green, Vivian	LND, MSc, PhD	UPR Medical Sciences, Universidad de Las Palmas de Gran Canaria, Spain	Professor, Associate Dean
Irizarry, Jessica	MPH, PhD	UPR Medical Sciences, Walden University	Assistant Professor
Martinez, Iris	MPH, Dr.PH	PHSU	Assistant Professor, Epidemiology Track Coordinator
Marzan, Melissa	MPH, Dr.PH, CPH	UPR Medical Sciences, PHSU	Assistant Professor
Morales, Luisa	Dr.PH	PHSU	Associate Professor, First Year MPH Coordinator
Orengo, Juan C.	MD, MPH, PhD	University of Navarra, UPR Medical Sciences Campus, Universidad de Las Palmas de Gran Canaria	Professor
Rodríguez, Robert	MPH, Dr.PH	PHSU	Assistant Professor
Roubert, Mayra	MSc, Dr.PH	UPR Medical Sciences Campus	Professor, Dr.PH Coordinator
Sanchez, Yashira	PhD, MSc, Lic Chem	Turabo University	Associate Professor
Santiago-Cornier, Juan A	MD, PhD	Central del Este University, PHSU	Associate Professor
Segarra, Clara	DBA, MBA, BSS	Pontifical Catholic University of Puerto Rico	Associate Professor, Internacional Health Track Coordinator

Soto, Brenda	Ph.D.	UPR Medical Sciences, University of Missouri - Columbia	Professor, Coordinator, MPH-ILE
Soto, José	MEd, PhD	Pontifical Catholic University of Puerto Rico	Assistant Professor
Zavala, Diego	MS, PhD	Tropical and Hygiene Medicine School, London, Tulane University	Professor

School of Nursing

Alvarado Rodríguez, Jessica	MSN	Dewey University, PR	Nursing Instructor
Colón Núñez, María V.	MSN	Dewey University, PR	Nursing Instructor & Skills Laboratory Coordinator
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López González, Perry J.	MSN	Dewey University, PR	Nursing Instructor
López Vargas, Tomás	MSN	Columbia University, PR	Nursing Instructor (contract)
Mahmud Pérez, Aziza	Ph.D.	Caribbean University, Ponce PR	Dean Nursing Program
Nazario Plaza, Lucía	Ph.D.	Caribbean University, PR	Assistant Professor & Curriculum Specialist
Rivera Martínez, Yanira	MD	East Central University, Dominican Republic	Assistant Professor & MSN Program Coordinator
Santiago Hernández, Joseny	MSN	NUC University, PR	Nursing Instructor & BSN Clinical Coordinator
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Torres Moreno, Cruz	MSN	PUCPR, Ponce PR	Nursing Program Director
Vargas Alvarado, Ricardo	MSN	Columbia Central University, PR	Nursing Instructor
Vázquez González, Carmen N.	MSN	NUC University, PR	Nursing Instructor
Vives Torres, Yzeut	MSN	NUC University, PR	Nursing Instructor MSN (contract)

School of Dental Medicine

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Bonilla, Margarita	DMD	University of Puerto Rico Medical Science Campus	Associate Dean

Capo, Luis	DMD	University of Puerto Rico Medical Science Campus	Associate Professor
Díaz, Elba	DMD MDS MPH	University of Puerto Rico Medical Science Campus	Professor
Emanuelli, Dora	DMD	University of Puerto Rico Medical Science Campus	Assistant Professor
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Guzmán, Wilda	DMD	University of Puerto Rico Medical Science Campus	Professor
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Mora, Danny	DMD MS	University of Puerto Rico Medical Science Campus University of North Carolina	Assistant Professor
Morales Quiñones, Héctor L.	DMD	University of Puerto Rico Medical Science Campus	Assistant Professor
Morales Soto, Melissa	DMD	University of Puerto Rico Medical Science Campus	Affiliate Faculty
Negrón Lugo, Pepe M.	DMD	University of Puerto Rico Medical Science Campus	Affiliate Faculty
Ortiz, Carlos	DDS	Howard University	Assistant Professor
Ramírez de Arellano Rodríguez, Orlando	DMD	University of Puerto Rico Medical Science Campus	Affiliate Faculty
Ramírez López de Victoria, Ernesto	DMD	University of Puerto Rico Medical Science Campus	Associate Professor
Rodil Dávila, Roberto	DMD	University of Puerto Rico Medical Science Campus	Assistant Professor
Vázquez Colón, Humberto O.	DMD	University of Puerto Rico Medical Science Campus	Assistant Professor