

Student Handbook

Ph.D. Clinical Psychology Program

**Accredited by the
American Psychological Association**

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PHSU
PONCE HEALTH SCIENCES UNIVERSITY



Message from the Dean

Our PhD Psychology Program started in 2008. Having all the requirements to apply for the American Psychological Association (APA) accreditation, the first accreditation was obtained by completing the first 5 years of the Program, in 2013.

Since that moment, with every additional visit of re accreditation, the Ph.D. Program has been granted with it, recognizing the program's success in implementing its Scientist/Practitioner model. Currently, as the School of Behavioral and Brain Sciences (SBBS), at our Ponce Health Sciences University (PHSU), the Ph.D. received reaccreditation in 2018, which was granted for 10 years.

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

Welcome!



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



Table of Contents

<i>Message from the Dean</i>	<i>2</i>
<i>Training Model</i>	<i>4</i>
Psychological Research Training	4
PhD Program Mission, Aims and Competencies	4
Program Aims	4
Discipline Specific Competencies	5
Profession Wide Competencies	5
<i>Admissions Requirements</i>	<i>6</i>
Transfer of Credits Policy	6
<i>Graduation Requirements</i>	<i>7</i>
<i>Required courses.....</i>	<i>8</i>
<i>Curricular Sequence*.....</i>	<i>11</i>
<i>Elective Courses</i>	<i>13</i>
<i>Elective Tracks</i>	<i>14</i>
<i>Cross Registration within PHSU Programs</i>	<i>16</i>
<i>Cross Registration within Psychology Programs.....</i>	<i>16</i>
Comprehensive Examination and Clinical Practice Examination.....	17
Student Annual Evaluation and Feedback	19
Evaluation of Student Professional Behavior	19
Identification	21
Use of cellular phones	21
<i>Satisfactory Academic Progress Policy.....</i>	<i>22</i>
<i>Program Faculty and Staff.....</i>	<i>26</i>
Core Faculty	26
Associated Program Faculty	28
Other Contributors	28
Administrative Staff.....	29
<i>Course Descriptions.....</i>	<i>30</i>
<i>References.....</i>	<i>50</i>

Training Model

The Ph.D. Clinical Psychology program of PHSU aims at training clinicians to approach the profession from a scientific perspective and to become competent in the production of new knowledge using scientific methods. PHSU's Ph.D. Clinical Psychology program is based on the Scientist-Practitioner model of professional psychology as articulated by the Boulder Conference of 1949 (Raimy, 1950). Further elaboration and updating of the model 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. Clinicians trained within the Scientist/Practitioner model use a scientific epistemology in their approach to the discipline of Psychology and guide their clinical work by the tenets of Evidence-Based Practice in Psychology (EBPP).

Psychological Research Training

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

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

PhD Program Mission, Aims and Competencies

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

Program Aims

Aim #1: Prepare students to become behavioral and health-services researchers capable of creating new knowledge and becoming competent health services psychologists by integrating the knowledge, skills, attitudes, and values that serve as the foundation for clinical practice, and who will be skillful in delivering health services from an evidence-based scientific perspective.

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

Discipline Specific Competencies

Discipline Specific Areas	Expected Outcomes
History and Systems	Students demonstrate understanding of history and systems of Psychology.
Cognitive Aspects of Behavior Affective Aspects of Behavior	Students demonstrate substantial knowledge of cognitive and affective bases of human behavior.
Biological Bases of Behavior	Students demonstrate understanding of the biological bases of human behavior.
Developmental Aspects of Behavior	Students demonstrate knowledge of developmental aspects of behavior.
Social Aspects of Behavior	Students demonstrate specific knowledge of social aspects of behavior.
Research Aspects of Behavior and Statistical Analysis	Students demonstrate substantial understanding of research methods and statistics.
Psychometrics	Students demonstrate understanding and competence in Psychometrics.
Integrative Knowledge	Students demonstrate knowledge on the integration of multiple basic discipline-specific areas such as biological, affective, cognitive, and social bases of behavior.

Profession Wide Competencies

Profession Wide Competency	Description
Research	Students demonstrate their capacity to produce new knowledge, evaluate and use existing knowledge to solve problems, and disseminate research.
Ethical and Legal Standards	Students understand the application of the code of ethics, laws, and regulations, and how they apply to clinical and professional situations.
Individual and Cultural Diversity	Students demonstrate their ability to work effectively with diverse individuals, and understand how diversity impacts psychological assessment and treatment
Professional Values, Attitudes and Behavior	Students demonstrate their capacity to develop professional relationships with the persons who they serve and work., and behave in ways that reflect the values and attitudes of the psychology profession.

Communication and Interpersonal Skills	Students demonstrate effective interpersonal skills and capacity to produce adequate verbal and written communications and professional language.
Assessment	Students demonstrate their capacity to conduct a diagnostic assessment.
Intervention	Students demonstrate their ability to implement clinical interventions supported by research evidence
Supervision	Students demonstrate their knowledge of clinical supervision in clinical scenarios
Consultation and Interdisciplinary Skills	Students understand and articulate the value of professional consultation

Admissions Requirements

Candidates for admission will satisfy the following requirements:

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

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

- Submit an official transcript of all college level work completed and of all graduate courses taken. Failure to submit transcripts of any graduate or undergraduate work is considered a serious offense that may result in an application not being considered
- A minimum GPA of 3.00 in the last two years of the undergraduate degree.
- Two letters of recommendation from professors and/or professionals familiar with the candidate's performance in academic and work settings.
- Certificate of good conduct from the Police Department.
- One day interview process that may include written essays.

Transfer of Credits Policy

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

- I. Most of the courses to be transferred from other institutions will serve to satisfy the elective requirements of the program.
- II. A maximum of 24 credits may be transferred.
- III. Students with prior graduate work in a field outside mental health may obtain credit for up to 18 credits depending on the nature of the program attended and the courses taken.
- IV. The following requirements will guide the evaluation process of those courses submitted for transfer
 - Courses need to be relevant to the field of Clinical/Professional Psychology
 - Only courses approved with a minimum grade of B will be considered for transfer.
 - The student must provide the course syllabus and the official catalog of the institution where the course(s) requested for transfer was/were taken.

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

Courses	Title
PHS 1832	Social Bases of Behavior
PHS 1527	History of Psychological Thought
PHS 1625	Test Construction
PHS 1524	Cognitive and Affective Bases of Behavior
PHS 1662	Cognitive and Cognitive -Behavioral Therapy
PHS 1573	Ethics in Professional Psychology
PHS 1731	Racial, Ethnic, and Cultural Diversity
PHS 1766	Group Processes and Group Psychotherapy
PHS 1717	Clinical Psychopharmacology
PHS 1767	Family Therapy and Systemic Intervention
PHS 1773	Supervision and Consultation

Graduation Requirements

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

- I. Approve all required and elective courses, as well as all practicum and seminars while maintaining satisfactory academic progress. A minimum of 86 credits is needed to satisfy the academic requirements. The practicum, dissertation and internship do not carry credit value. They are monitored by hours and not by credits.
- II. Successfully complete 1100 hours of clinical practice as follows:
 - a. Two hours per week of the first and second semesters of the first year attending PHS 1581/1582 for a total of 50 hours per semester.
 - b. Two hours per week during the first and second semesters of the second year attending didactic sessions (PHS 1683 / 1685) and at least 8 hours per week of direct clinical contact during 25 weeks for a total of 250 hours per semester.

- c. Two hours each week of the first and second semesters of the third year attending didactic sessions (PHS 1786 / 1787) and at least 8 hours per week of direct clinical contact during 25 weeks for a total of 250 hours per semester.
- III. Successful completion of four semesters of required research practicum and 400 research hours. PHS 1622 is required during the second semester of first year. During the second year, two additional required research practicums may be chosen from PHS 1623 first semester & PHS 1722 (Psychosocial/clinical), or PHS 1723 (Behavioral Neuroscience) second semester. For third year, one additional required research practicum may be chosen from PHS 1724 (Psychosocial/clinical), or PHS 1725 (Behavioral Neuroscience).
- Every student should have at least one poster presentation or oral presentation at a scientific conference.
 - Every student should submit at least one manuscript for publication in a peer review journal during their doctoral program.
- IV. Pass the Comprehensive Examination, to be taken at the end of the second year, and the Clinical Practice Examination (CPX) to be taken during or after the end of third year.
- V. Approval of Dissertation Proposal by the dissertation committee before submitting the application for internship.
- VI. Completion and approval of a 2000 hours of pre-doctoral internship.
- VII. Approval of the doctoral dissertation. 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.

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

Required courses

I. Psychological Foundation Courses (31 Credits)

- a. Biological Bases of Behavior – 6 Credits
- i. Fundamentals of Neuroscience -3 Credits
 - ii. Neuroanatomy Laboratory- 2 Credits
 - iii. Principles of Psychoneuroimmunology- 1 Credit
- b. Social Bases of Behavior – 3 Credits
- i. Social Bases of Behavior – 3 Credits
- c. Cognitive/Affective – 3 Credits
- i. Cognitive and Affective Bases of Behavior- 3 Credits
- d. Diversity – 3 Credits

- i. Racial, Ethnic and Cultural Diversity – 3 Credits
- e. Ethics and Professional Standards – 2 Credits
 - i. Ethics in Professional Psychology – 2 Credits
- f. Individual Differences – 6 credits
 - i. Psychology of Personality-3 Credits
 - ii. Human Growth and Development -3 Credits
- g. Measurement – 2 Credits
 - i. Test Construction – 2 Credits
- h. History and Systems – 2 Credits
 - i. History of Psychological Thought
- i. Health Disparities – 1 Credit
 - i. Interprofessional Perspectives in Health Disparities- 1 Credit
- j. Management and Administration – 3 Credits
 - i. Supervision and Consultation – 3 credits

II. Clinical Core Courses (29 Credits)

- a. Psychopathology – 10 Credits
 - i. Fundamentals of Clinical Psychopathology- 2 Credits
 - ii. Mood and Anxiety Disorders- 3 Credits
 - iii. Personality and Psychotic Disorders- 3 Credits
 - iv. Psychopathological Disorders in Children and Adolescents- 2 Credits
- b. Assessment and Psychological Testing – 10 Credits
 - i. Introduction to Psychological Assessment – 2 Credits
 - ii. Cognitive Assessment 3 Credits
 - iii. Cognitive Assessment Laboratory – 0 Credits
 - iv. Objective Personality Assessment – 3 Credits
 - v. Projective Assessment of Personality– 2 Credits
 - vi. Projective Assessment of Personality Lab – 0 Credits
- c. Psychotherapy and Behavior Change – 9 Credits
 - i. Psychotherapy Seminar- 1 Credit
 - ii. CBT – 2 Credits
 - iii. Family Therapy – 2 Credits
 - iv. Group Therapy – 2 Credits
 - v. Clinical Psychopharmacology – 2 Credits

III. Research Courses and Research Practice (18 Credits)

- a. Professional Research Courses – 7 Credits
 - i. Introduction to Basic Research- 1 Credit
 - ii. Seminar IRB- 1 Credit
 - iii. Scientific Writing – 3 Credits
 - iv. Research Proposal Development & Funding Mechanisms- 2 Credits

- b. Research Methodology – 5 Credits
 - i. Quantitative Research Methods 3 -Credits
 - ii. Qualitative Research Methods 2 – Credits
- c. Statistical Analysis – 6 Credits
 - i. Descriptive and Inferential Statistics - 3 Credits
 - ii. Advanced Statistics 3 – Credits
- d. Five semesters of Research Practice
 - i. Psychosocial/Clinical Research Practice I – 0 credit
 - ii. Psychosocial/Clinical Research Practice II – 0 credit
 - iii. Psychosocial/Clinical Research Practice III or Behavioral Neuroscience Research Practice I – 0 credit
 - iv. Psychosocial/Clinical Research Practice IV or Behavioral Neuroscience Research Practice II – 0 credit
 - v. Psychosocial/Clinical Research Practice V or Behavioral Neuroscience Research Practice III – 0 credit
- e. Doctoral Dissertation
 - i. Doctoral Dissertation Proposal (enroll maximum 2 times)
 - ii. Doctoral Dissertation (enroll maximum 4 times)

IV. Clinical Practice – 1,100 hours

- i. Introduction to Clinical Practice – 0 Credits
- ii. Fundamentals of Clinical Intervention & Emergency Psychology - 0 Credits
- iii. Psychotherapeutic techniques – 0 credits
- iv. Conceptualization & Intervention Planning – 0 credits
- v. General Clinical Practice: Integration I - 0 credits
- vi. General Clinical Practice: Integration II - 0 credits

Electives (8 Credits)

Curricular Sequence¹

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

First Year 1st Semester

Courses

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

Amount of credits = 15

First Year 2nd Semester

Courses

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

Amount of credits = 13

Second Year 1st Semester Courses

Courses	Title	Credits
PHS 1687	Psychotherapy Seminar	1
PHS 1645	Mood and Anxiety Disorders	3
PHS 1621	Descriptive and Inferential Statistics	3
PHS 1652	Cognitive Assessment	3
PHS 1681	Cognitive Assessment Laboratory	0
PHS 1683	Psychotherapeutic Techniques	0
PHS 1728	Research Proposal Development and Funding	2
PHS 1623	Psychosocial/Clinical Research Practice II	0

Amount of credits = 12

Second Year 2nd Semester Courses

Courses	Title	Credits
PHS 1527	History of Psychological Thought	2
PHS 1662	Cognitive and Cognitive -Behavioral Therapy	2
PHS 1626	Quantitative Research Methods	3

¹The Curricular sequence is under revision. Changes could be made and apply to 2025 entering Class.

PHS 1658	Projective Assessment of Personality	2
PHS 1688	Practicum Projective Personality Assessment	0
PHS 1685	Conceptualization & Intervention Planning	0
PHS 1722 PHS 1723	Psychosocial/Clinical Research Practice III or Behavioral Neuroscience Research Practice I	0
	Comprehensive Examination	

Amount of credits = 9

Third Year 1st Semester

Courses

Courses	Title	Credits
PHS 1657	Objective Personality Assessment	3
PHS 1726	Qualitative Research Methods	2
PHS 1721	Advanced Statistics	3
PHS 1786	General Clinical Practice: Integration I	0
PHS 1747	Personality and Psychotic Disorders	3
PHS 1724 PHS 1725	Psychosocial/Clinical Research Practice IV or Behavioral Neuroscience Research Practice II	0
MPH 7101	IRB Seminar	1

Amount of credits = 12

Third Year 2nd Semester Courses

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

Amount of credits = 11

Fourth Year 1st Semester Courses

Courses	Title	Credits
PHS 1773	Supervision and Consultation	3
PHS	Elective	2
PHS	Elective	2
PHS 1821	Doctoral Dissertation Proposal	0

Amount of credits = 7

Fourth Year 2nd Semester Courses

Courses	Title	Credits
PHS 1731	Racial, Ethnic, and Cultural Diversity	3
PHS	Elective	2
PHS	Elective	2

PHS 1826	Doctoral Dissertation	0
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Amount of credits = 7

Fifth Year - Internship 1st Semester Courses

Courses	Title	Credits	Total Contact Hours
PHS 1900	Predocutorial Internship	0	1000

Fifth Year - Internship 2nd Semester Courses

Courses	Title	Credits	Total Contact Hours
PHS 1900	Predocutorial Internship	0	1000

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

Elective Courses

PHS 1719	The practice of Psycho-Oncology with children and Adults (2)
PHS 1756	Psycho educational Assessment and Professional Consultation in Academic Settings (3)
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 1834	Women's Health Psychology and Health Issues (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 1841	Dissociation: Diagnosis and Treatment

PHS 1845	Sports Psychology (2)
PHS 1847	Neuropathological Conditions (2)
PHS 1848	Antisocial Personality Disorder and Sexual Deviant Behaviors (2)
PHS 1849	Forensic Psychological Assessment (3)
PHS 1851	Neuropsychological Assessment (3)
PHS 1852	Pediatric 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 1879	Contemporary Psychoanalytic Therapy (2)
PHS 1781	General Clinical Practicum (Above 60 hours)
PHS 1881	Advance Clinical Practicum I (Above 60 hours)
PHS 1882	Advance Clinical Practicum II (Above 60 hours)
PHS1883	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)

Elective Tracks

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

Neuropsychology Track

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

Courses:

A total of 6 courses are recommended for the track (13 credits).

1. PHS 1847: Neuropathological Conditions
2. PHS 1875: Neuropsychological Rehabilitation
3. PHS 1851: Neuropsychological Assessment
4. PHS 1811: Anatomy and Physiology for Professional Psychologist
5. PHS 1812: Anatomy Laboratory
6. PHS 1852: Pediatric Neuropsychological Assessment

Gender and Sexual Diversity Track

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

Courses:

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

1. PHS 1870: Studies in Human Sexuality
2. PHS 1836: Psychology of Gender
3. PHS 1838: Psychology of Sexual Orientation and Gender Diversity
4. PHS 1840: Integrated Sexual and Gender Affirmative Intervention

Health Psychology Track

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

Courses:

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

1. PHS 1719: The Practice of Psycho-Oncology with Children and Adults
2. PHS 1785: Clinical Psychology in the General Hospital Setting (optional)
3. PHS 1816: Integrated Behavioral Healthcare
4. PHS 1818: Clinical Health Psychology
5. PHS 1874: Geriatric Psychology
6. PHS 1834: Women's Health Psychology and Health Issues

Forensic Track

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

Courses:

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

1. PHS 1802: Child Maltreatment
2. PHS 1848: Antisocial Personality Disorders and Sexual Deviant Behaviors
3. PHS 1871: Forensic Psychology
4. PHS 1849: Forensic Psychological Assessment

Cross Registration within PHSU Programs

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

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

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

Cross Registration within Psychology Programs

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

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

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

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

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

Comprehensive Examination and Clinical Practice Examination

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

Comprehensive Examination (CE)

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

The courses assessing the Discipline Specific Knowledge (DSK) area are:

Social Bases of Behavior, Psychology of Personality, Fundamentals of Neuroscience (Biological Bases of Behavior), History of Psychological Thought, Cognitive and Affective Bases of Behavior, Human Growth and Development and Integrative Knowledge

The courses assessing Profession Wide Competencies (PWC) area are:

Ethics in Professional Psychology, Fundamentals of Psychopathology, Mood and Anxiety Disorders, Cognitive Assessment, Cognitive and Cognitive Behavior Therapy, Principles of Psychoneuroimmunology, Test Construction, Quantitative Research Methods, Descriptive and Inferential Statistics and Research Proposal Development.

To approve the CE, students need to achieve a minimum global score of 80% and in all the Discipline Specific Knowledge areas. Additionally, they must also obtain a minimum of 80% in the Ethics in Professional Psychology section. Students who do not comply with these criteria will repeat the specific failed areas during a second administration.

Remedial Plan for Comprehensive Examination (CE)

If a student fails the second administration, a remedial plan will be written to assist students in addressing the deficiencies identified by their test performance. Remediation plans may include readings, additional revision of written materials, additional courses, or other specified training experiences with the mentorship of a faculty member. All remediation plans, and the contractual agreement drawn by faculty, will be provided to the student in writing. The goal of remediation is to help students acquire the knowledge needed to pass the CE and the licensing examination. A student may have only one remedial plan. Failure on the CE after completing a remedial plan will result in a referral to the Institutional Promotions Committee. The Promotions Committee will determine whether a student who has failed the CE following a remediation plan is eligible for additional remedial opportunities or should be dismissed from the program.

Clinical Practice Examination (CPX)

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

The CPX team evaluates the student's performance in the areas assessed: History taking, mental status exam, clinical diagnosis, clinical intervention, history documentation, ethical management, interviewing skills, and patient satisfaction. After the evaluation, students receive a letter with their Global score and their specific scores for each component of the CPX. Failure to obtain a global score of 80% will require the student to repeat the CPX. A remedial plan will be elaborated to assist the student to address the detected deficiencies.

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

Remedial Plan for Clinical Practice Examination

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

Student failing the test or two components of the test.

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

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

Students failing one component or area of the test

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

Unjustified absence or tardiness to CE or CPX

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

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

Academic Honesty related to CE and CPX

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

Student Annual Evaluation and Feedback

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

Every student signs an “Advisory Contract” during their first year in the program. Advisor and advisee will meet at least once per semester. Any faculty member who has any concerns or comments about a student’s academic or clinical performance or professional behavior should present these in written form to the student’s assigned advisor. In case of a serious deficiency or concern, the advisor will refer the situation to the program coordinator for analysis and remedial action. The program procedures and institutional policies are used in cases of academic problems, unprofessional behavior, or other concerns related to the student’s performance. At the end of year each student meets with his/her advisor to discuss and to complete the “Standard Form for Student End of the Year Evaluation”.

Evaluation of Student Professional Behavior

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

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

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

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

1. Report the concern to the students' academic advisor. If the situation is not resolved, the academic advisor moves to step #2
2. Report the situation to the Program Director. If the situation is not resolved, move to step #3
3. The program director discusses the situation with SBBS Dean for Students Affairs (DSA) and decide if he/she should be referred to the Professional Behavior and Ethics Committee(PBEC). The DSA and Program Director may refer the student to the PBEC, using the “Unprofessional Behavior Referral Form”
4. The student will be notified that he/she was referred to the PBEC.
5. The PBEC will:
 - a. Familiarize with the complaint through interviews or documents
 - b. Consult with legal advisor if necessary
 - c. Meet with the student and identify his/her needs
 - i. Advise student on the concerns presented

- d. Recommend follow up actions through a report to the Dean
6. The SBBS Students Affairs Dean will discuss the case and the recommendations with the SBBS Dean, who will make a final decision that may include referral to the institutional students' promotions committee.

Professional Behavior and Ethics Committee (PBEC)

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

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

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

Identification

Students will identify themselves to patients, to the public and to any other person both verbally and in electronic (e.g. emails) and written form by using the designation "Clinical Psychology Doctoral Student". This designation will change when the student enters an internship program at which time the following title must be used "Clinical Psychology Pre-Doctoral Intern".

Students will use whichever title is assigned or customary in internship site outside our program or our institution. Students will not present themselves as "doctor" and will not allow others to address them with such title. Failure to follow this rule will be considered as an ethical violation.

Use of cellular phones

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

Satisfactory Academic Progress Policy

I. Introduction

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

II. Scope

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

III. General Requirements

A. Time Frame for completion of the Academic Program*

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

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

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

*The Curricular sequence is under revision and might affect the time frame for the academic program starting with the 2023 entering Class.

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

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

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

B. Completion of Program Requirements

1. Course Requirement:

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

2. Performance Requirement:

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

3. Comprehensive Examination (CE) Requirement:

A Comprehensive Examination must be taken upon completion of the second

academic year. A passing score in the exam is a requirement for candidacy to the Doctoral Degree.

4. Clinical Practice Examination (CPX):

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

5. Dissertation Proposal:

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

6. Doctoral Dissertation Requirement:

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

7. Professional Behavior Requirement:

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

IV. Grade Requirement

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

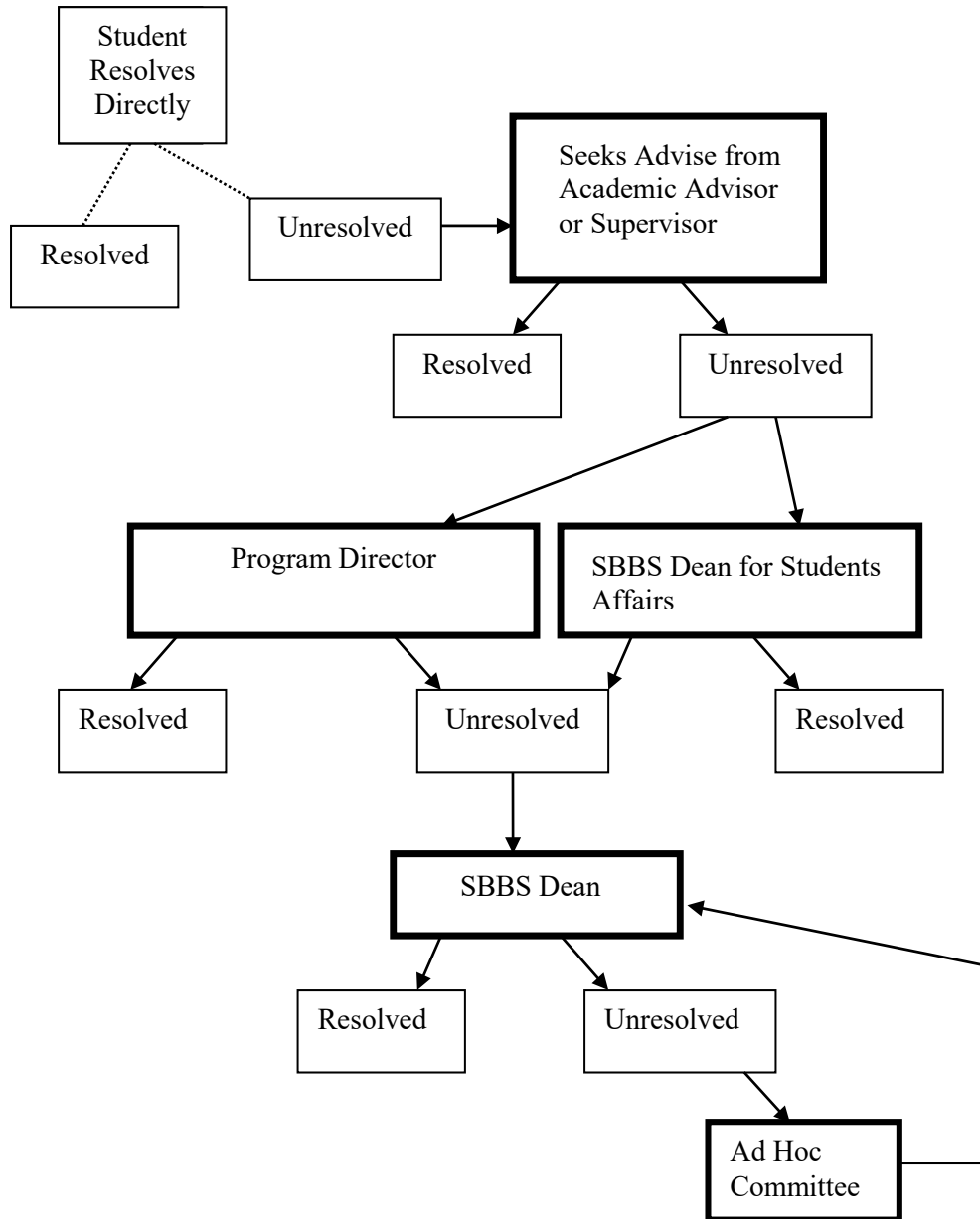
- Students should perform at a minimum level of achievement of 80% (B) in all courses.
- Students who obtain a grade of C but maintain a minimum GPA of 3.00 must repeat the course and pass it. Up to two courses may be repeated.
- Students with a GPA below 3.00 will be referred to the Students Promotions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

of the following academic session. For detailed information about the institutional policy, refer to the Institutional Catalogue.

- The No Grade (NG) will only be used under specific circumstances preventing a faculty member from submitting the corresponding grade for that course. For example, external practicum/internship sites are delayed in the submission of students' feedback or evaluation reports to the schools or programs. For detailed information about the institutional policy, refer to the Institutional Catalogue.

Grievance Procedure

A diagram outlining SBBS's grievance procedure process is presented below. The purpose of this Grievance Procedure is to provide a process to resolve grievances fairly and promptly. A grievance is a complaint made by a student concerning a decision, action, or situation within the university that is perceived to be unfair or detrimental to the student's academic standing or overall status within the institution.



Program Faculty and Staff

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

Core Faculty

Yaritza López Robledo, PhD., Associate Professor, Dean of School of Behavior and Brain Sciences Psychotic and Personality Disorders, Forensic Psychology

Claudia Mántaras, Ph.D., Assistant Professor, Associate Dean of Academic Affairs
Child and Adolescents Psychotherapy, Autism Spectrum Disorder, Cognitive evaluation

Stephanie Vega, PsyD, Associate Professor, Associate Dean of Student Affairs
Cognitive and Projective Assessment

Karla D. Martínez Casiano, Ph.D., Assistant Professor, PhD in Clinical Psychology Program Director Neurodegenerative Disorders, Alzheimer's, Neuroscience, Neuropsychology

Bárbara Barros Cartagena, PsyD., Assistant Professor, Research Practicum Coordinator
BRAVE Lab: Bridging Research and Advocacy in Women's Health Psychology – Menopause, Menstrual Health, Perinatal Psychology, Sexual & Reproductive Health.

Joan Colón, PsyD, Assistant Professor, Clinical Practice Coordinator

Nydia Ortiz, Ph.D., Professor Family Therapy and Systemic Interventions, Narrative Therapies, Addictions, Supervision

Eida Castro, Psy.D., MSc, Professor
Psycho-Oncology Research Lab – Psycho-oncology, Mental Health, Psychoneuroimmunology, Cancer, Community

Mary Rodriguez, Psy.D., MSc, Professor
Pediatric Research Center – Maternal-child health; Child development; Prenatal stress; Adversities; Mindfulness during pregnancy; Socioenvironmental interactions

Julio Jiménez, M.D., Professor
Health Psychology Training & Research Core - Health Disparity Research, Community-Based Participatory Research, Cancer Research, Health Psychology Research

Ernesto Rosario, PhD., Professor
Test constructions, Research, Statistics

Mary Annette Moreno, Ph.D., Professor
School Neuropsychology – Neuropsychological processes in childhood; Neurodevelopmental disorders (e.g. Autism; Specific Learning Disabilities); Psychometric

Alíxida Ramos, Ph.D., Associate Professor
Health Equity Research Laboratory (HER Lab) – Health Equity; Social Determinants of Health; Implementation Research; Multilevel Interventions; Global Health

Eliut Rivera, Ph.D., Associate Professor

Health Equity Research Laboratory (HERLab) – Health Equity; Social Determinants of Health; Implementation Research; Multilevel Interventions; Global Health

Caleb Esteban, Ph.D., Associate Professor

Queer Biopsychosocial Health Laboratory (The Queer Lab) – Sex, sexual and gender minorities (SSGM) biopsychosocial health; SSGM health disparities; SSGM health barriers; SSGM Stigma; SSGM health intervention

Norka Polanco, Ph.D., Associate Professor

LabEs- Suicide and Stigma Lab – Suicide prevention- suicide stigma- Latinx families- Suicide interventions

Axel Ramos, Ph.D., Associate Professor

Health Psychology Training & Research Core

Mario Bermonti, Ph.D., Assistant Professor

Cognition, Health, and Technology Laboratory (CHTLab) – Cognition, Health, Technology, Real-time data, Data science, Mental Health, Gastrointestinal Disorders

Giselle Cordero, Ph.D., Assistant Professor

Cognition, Health, and Technology Laboratory (CHTLab) – Cognition, Health, Technology, Real-time data, Data science, Mental Health, Gastrointestinal Disorders

Normarie Torres Blasco, Ph.D., Assistant Professor

HIPE Lab – Hispanic/Latinx Intervention development for psychosocial support

Cristina Peña, Ph.D., Assistant Professor

Health Equity Advancement Lab (HEAL) – Health Disparities, Chronic Health Conditions, Cancer, Affective Neuroscience

Luis Diaz Medero, PhD, Assistant Professor

Contextual and Behavioral Research Alliance (CB-RA) – Trauma, emotional dysregulation, adverse experiences, risk behaviors

Orlando M. Pagán-Torres, Ph.D. Assistant Professor

Religion, Spirituality and Flourishing Laboratory (RSF-Lab) – Religion, Spirituality, Positive Psychology, Human Flourishing

Ismael Castillo, Ph.D., Assistant Professor

Neurofeedback, EEG

Ivette Mirles, Ph.D., Assistant Professor

Health Psychology, Behavioral Medicine and Psychopharmacology

Liliana Hernández, PsyD., Assistant Professor

Health Psychology, Social Psychology (Child Abuse prevention), Assessment

Associated Program Faculty

Efrain Ríos, Psy.D., Assistant Professor

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

Giselle Medina, Psy.D., Professor

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

Francisco Ramos Rivera, Ph.D., Assistant Professor

Personality Disorders, Research in Psychotherapy and implicit processes in psychotherapy

Javier Piazza, Psy.D., Assistant Professor

Family Therapy, Addictions, Supervision

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

Anatomy and Neuroanatomy

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

Behavioral Neuroscience

María Garrido, Psy.D., Professor

Personality Assessment with MMPI-2/A/RF. Cognitive Behavioral Therapy.

Marielly González, Psy.D., Assistant Professor

Psychotherapy, Psychological assessment

Mary Annette Moreno, Ph.D., Professor

Psychoeducational Assessment Research

Nydia Cappas, Psy.D., Associate Professor

Health Psychology, Program development, Psychology of Gender, Psychotherapy

Viviana Hoyos, Psy.D., Assistant Professor

Primary Care Psychology

Marta Febo, M.D., Professor

Director; Standardized Patient Program

Other Contributors

Naisha Arbelo, Ph.D., Assistant Professor

Pediatric Psychology, Dialectic Behavioral Therapy

George Scott, Ph.D., Adjunct Professor Ad Honorem

Health Psychology, Behavioral Medicine and Positive Psychology

Idhaliz Flores, Ph.D., Professor

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

James Porter, Ph.D., Professor

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

Nelson Varas, Ph.D., Visiting Professor

Proyecto Salud y Sol – Health, Solar Power, Chronic Illness. Social, political and individual level implications of health and disease; qualitative research and mixed methodology

Richard Noel, Ph.D., Professor

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

Sheilla Rodríguez, Ph.D., Professor

Research on violence, gender issues & HIV

Administrative Staff

Deadina González, MBA

Administrative Coordinator

Bianei M. Escalera

Administrative Assistant

Roemery Ramos

Receptionist

Course Descriptions

PHS 1511 Fundamentals of Neuroscience (3 credits)

This 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 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.

PHS 1512 Neuroanatomy Laboratory (2 credits) To be taken concomitantly with PHS 1511.

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 PHS 1511. Special attention will be given to those hypothalamic, limbic, and cortical zones that sub-serve the major neurocognitive and neurobehavioral functions.

PHS 1515 Human Growth and Development (3 credits)

As one of the core theoretical courses of the program, this course provides an opportunity for the student to develop competencies in the assessment of diverse developmental milestones and neurodevelopmental functions in infants and children. The course begins with a presentation of the process of birth and of the clinical methods utilized to assess normal development during the post-natal stage. This presentation is followed by a description of the normal progression of the basic areas of developing important for the work of psychologist including motor, sensory, language, cognitive, social, and emotional.

PHS 1518 Principles of Psychoneuroimmunology (1 credit)

An introduction course to the field of psychoneuroimmunology. Topics to be covered include a description of the principal components of the immune system and their function in the maintenance of health and prevention of illness. Topics of interest to be covered within the framework of a biopsychosocial model include: the effect of psychosocial stress on the immune system, the role of the immune system in the development of various diseases (viral infections, allergies, cancer, autoimmune disorders), the relationship between the immune system and psychopathology, and a discussion of lifestyle management techniques to enhance immune function.

PHS 1522 Psychology of Personality (3 credits)

The main areas of interest in the field of Personality Psychology will be covered through this course. Knowledge about the neurobiological substrate of human behavior according to extant research will provide the foundation for the study of the biological basis of personality including temperament, genetic factors of behavior, extraversion/ introversion dimensions, among others. Emphasis is given to the three main forces of psychology: psychoanalysis, behaviorism, and humanistic psychology. Current research to expand the scientific development of these three forces will also be presented and discussed. In addition, Trait

Psychology and the impact of the Five Factor Model of Personality will be addressed. The course attempts to develop the capacity to apply such theories, evidence, and constructs to everyday life and to clinical situations.

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

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

PHS 1527 History of Psychological Thought (2 Credits)

This course provides a survey of the history of Psychology with emphasis on the philosophical, scientific, sociopolitical, and cultural background of each psychological era/movement. The manifestation of the innate vs. environmentalist approaches throughout history will serve as the frame of reference to the analysis of theories and school of thought. Specific philosophical and scientific issues related to clinical practice will be discussed including the history of mind-body dualism. Principles of the Philosophy of Science as they apply to psychological thought, theory building, and psychometrics will be presented. The course will end with an overview of the systems that have most impacted the field of psychology during the last few decades including humanism, cognitive, systems theory, cybernetics, constructivism, etc.

PHS 1541 Fundamentals of Clinical Psychopathology (2 credits)

This course provides the foundation for the sequence of courses on psychopathological conditions in children, adolescents, adults, and older people. The course reviews the definitions of psychological abnormality that underlie diagnoses of psychopathological conditions. It also reviews the significant approaches to the classification of abnormal behavior, methodological issues in psychopathology, the concepts of dual and differential diagnosis, and the influence of genetics and culture on psychopathology. 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 includes an overview of the major categories of psychopathological behavior covered by the current edition of the DSM, as well as an introduction to the principal methods used by clinical psychologists to assess and diagnose psychopathology, with particular attention to mental status examination.

PHS 1573 Ethics in Professional Psychology (2 Credits)

All professional activities performed by clinical psychologists involve making decisions that impact other individuals, organizations, and society in general. Such decision making must be guided by a coherent set of ethical principles which are designed to protect and safeguard the needs and rights of all participants in these situations. This course presents graduates with an in-depth examination of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct. The major types of ethical dilemmas encountered by

psychologists in their multiple roles will be examined from a conceptual as well as from an applied perspective. The course will focus on those situations that most commonly pose ethical issues confronted in clinical practice. The course will include experiential exercises, class discussions, class presentations, and examinations to increase mastery of the principles.

PHS 1581 Introduction to Clinical Practice. (0 credits) (50 hrs.)

This is the first of a series of practicum experiences designed to foster in the student the development of practical clinical skills. The students will learn most of the basic skills needed to conduct initial interviews and to begin a therapeutic intervention. The practicum focuses on the development of an in-depth understanding of all the main components of the clinical interview. It teaches methods of recording and of analyzing data. It develops full awareness of the different dynamics of the patient-clinician relationship. The ethical handling of records and of confidential information will be addressed throughout the semester. The students will master basic skills in the logical and sequential organization of clinical data so that the information obtained through interviews may become meaningful and useful for clinical intervention.

PHS 1582 Fundamentals of Clinical Interventions and Emergency Psychology. (0 credits)(50 hrs.)

The course focuses on a detailed discussion of all major psychiatric/psychological emergencies that usually present to the emergency room or outpatient settings. A detailed discussion of suicide/ aggression focuses on both psychological and social aspects that complicate this extreme emergency. Emphasis will be placed on psychological interventions, theoretical background and the medical management of emergencies associated with 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.

PHS 1621 Descriptive and Inferential Statistics (3 Credits)

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

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

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

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

This course is a continuation of Research Practicum III centering on the development of clinical/social research competencies. Students will continue to gain supervised research

experience with faculty members of the Clinical Psychology Program. Although some lectures will be provided on practical research issues, most of the time of this research practicum will be spent in developing skills with data collection, data analysis and development of research reports and/or publications. To accomplish these goals students will spend from four to ten hours per week on practicum activities.

PHS 1624 Introduction to Basic Research (1 credit)

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

PHS 1625 Test Construction (2 credits)

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

PHS 1626 Quantitative Research Methods (3)

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

PHS 1645 Mood and Anxiety Disorders (3 credits) Prerequisite: PHS 1541

This course focuses on a) the different types of mood/affective disorders including major depression and bipolar disorder; and b) fear and anxiety, in all its manifestations including panic, agoraphobia, specific and social phobia, generalized anxiety disorder and post-traumatic stress disorder, as well as obsessive-compulsive disorder. It also covers eating disorders. The course provides the student with an organized frame of reference necessary for differential diagnosis of these conditions and the theoretical background necessary to understand their etiology and clinical course. Implications for treatment will be explored. Emphasis will be placed on the major theories explaining depression and anxiety with adequate empirical support.

PHS 1648 Psychopathological Disorders in Children and Adolescents (2 credits)

Prerequisite: PHS 1541

This course includes a general exploration of the different psychological and neurodevelopmental disorders of childhood and adolescence, including Autism, ADHD, elimination and eating disorders, behavioral disorders, and 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 and its clinical manifestations.

PHS 1652 Cognitive Assessment (3 Credits) Prerequisite: PHS 1625 y PHS 1686

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. 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.

PHS 1657 Objective Assessment of Personality (3 Credits)
Prerequisite PHS 1652 & PHS 1658 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 Minnesota Multiphasic Personality Inventory (MMPI) and the Millon Inventories. Other assessments may be reviewed as time is available.

PHS 1658 Projective Assessment of Personality (2 Credits)
Prerequisites: PHS 1522 & PHS 1541

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

PHS 1662 Cognitive and Cognitive-Behavioral Therapy (2 Credits)

CBT has become one of the main therapeutic approaches utilized by professional psychologists. Backed by an impressive body of scientific research, CBT serves as the intervention backbone for many other subspecialties in the field of Clinical Psychology including Health Psychology, Psychology of Addictions, and Child Therapy, among others. Cognitive and Cognitive Behavioral therapeutic modalities that will be covered throughout this course include exposure-based therapies, modeling, cognitive restructuring, and skills training approaches.

PHS 1681 Cognitive Assessment Laboratory. (0 credits) (30 hrs.)
To be taken concomitantly with PHS 1652.

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

- PHS 1683 Psychotherapeutic Techniques (0 credits) (250 hrs.)
- While placed in a community agency the student will attend this practicum to acquire therapeutic skills based upon the Learning Psychotherapy system. Multiple exercises will be performed by the student in the process of developing a solid and coherent set of readily accessible therapeutic competencies. The student will also share their experiences at their practicum sites and will learn how to integrate the skills learned in class to the work being done with patients.
- PHS 1685 Conceptualization & Intervention Planning (0 credits) (250 hrs.)
- Students attend a community practicum site during the semester, and this didactic practicum supports the development of conceptualization and intervention planning techniques. To achieve these clinical skills, the student will be expected to integrate the theoretical knowledge and skills accumulated from previous practical and theoretical courses with the experiences they are having at their practicum site. Through these didactic experiences and case presentations, students will develop the capacity to conceptualize and better understand clinical cases.
- PHS 1686 Introduction to Psychological Assessment and Testing (2 credits)
- This is the first of the sequence of courses offered for the development of assessment and testing skills. The first portion of the course focuses on the basic attitudes and skills needed to conduct an assessment. The course then presents 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 instruments.
- PHS 1687 Psychotherapy Seminar (1 credit)
- This course is designed to provide students with a basic understanding of the most common clinical interventions. Students will have an opportunity to observe and practice interview and listening skills; rapport building strategies; mental status exam and suicide assessment skills.
- PHS 1688 Practicum Projective Personality Assessment (0 credits) (30 hrs.)
To be taken concomitantly with PHS 1658.
- Through this practicum, students will learn to administer, score, and interpret the projective techniques presented in the Projective Assessment Course. The main focus of the practicum will be the thematic techniques, especially the Thematic Apperception Test, the Children Apperception Test, and several paper and pencil projective techniques. Students will also acquire the essential skills for writing personality assessment reports and conducting high-quality, ethically sensitive feedback sessions.
- PHS 1717 Clinical Psychopharmacology (2 credits)
- This course provides an introduction to pharmacodynamics and pharmacokinetics. Following this initial presentation, the course explores the main neurotransmitter systems of the brain and the role these play on normal and abnormal behavior. The remainder of the course focuses on the basic pharmacological properties and clinical actions of the main psychotropic medication.

PHS 1719 The Practice of Psycho-Oncology with Children & Adults (2 credits)

An exploration of the field of psycho-oncology is the main objective of this course. A historical overview of the development of the field is conducted and followed by an exploration of role psychologists play in the treatment of cancer patients. Special emphasis is placed on the impact of developmental and maturational factors in cancer as well as behavioral risk factors, psychological adaptation to the condition, and issues related to site of cancer. An examination of research in psycho-oncology is also addressed, focusing on quality-of-life scales, pain assessment, and on intervention strategies.

PHS 1721 Advanced Statistics (3 Credits)

Advanced statistical design will address statistical procedures appropriate for the analysis of multivariate psychological data. Topics include: simple and canonical correlation, linear and multiple regression, discriminant analysis, multivariate analysis of covariance and factor analysis. Practical understanding of these techniques will be achieved through hands-on analysis of research questions using sample databases and computerized statistical packages.

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

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

PHS 1723 Behavioral Neuroscience Research Practicum I (0 Credits)

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

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

This course is a continuation of Research Practicum III centering on the development of clinical/social research competencies. Students will continue to gain supervised research experience with faculty members of the Clinical Psychology Program. Although some lectures will be provided on practical research issues, most of the time of this research practicum will be spent in developing skills with data collection, data analysis and

development of research reports and/or publications. To accomplish these goals students will spend from four to ten hours per week on practicum activities.

PHS 1725 Behavioral Neuroscience Research Practicum II (0 Credits)

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

PHS 1726 Qualitative Research Methods (2 Credits)

Qualitative research is a multi-method approach to the study of social interactions in natural settings. It involves the collection and analysis of empirical information from multiple sources such as first-person accounts, life histories, visual records, semi-structured and open-ended interviews, informal and formal observations, biographical and autobiographical materials, among others. The researcher attempts to make sense of, or interpret, phenomena in terms of the meanings people bring to them. This course is intended to provide the basic knowledge of qualitative research. It will help students develop an understanding, knowledge, skills, and comfort with qualitative research methods, as an additional alternative in psychological research. The qualitative paradigm will be presented as complimentary to quantitative methods, rather than contradictory or competitive.

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

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

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

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

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

The main goal of this course is to provide a broad view of issues involving the role of

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

PHS 1735 Behavioral Neuroscience Research Practicum III (0 Credits)

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

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

Through this course the student will be guided through the literature on Personality Disorders to read the theories that best illustrate these complex clinical syndromes. Students will be able to compare various approaches to the diagnosis, understanding and treatment of the different types of personality disorders. Various general theoretical orientations created to facilitate the understanding and clinical work with PD patients will also receive special attention. 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 and will be explored based upon recent research literature and using the most recent version of the DSM.

PHS 1756 Psychoeducational Assessment and Consultation (3 Credits). Prerequisite: PHS 1652

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

PHS 1757 Advanced Projective Assessment (3 credits). Prerequisites: PHS 1522, 1541, 1652, 1658

Projective techniques constitute an important component of the Clinical Psychologist repertoire of diagnostic tests. The Rorschach Inkblot Test is one of a wide array of projective assessment procedures available used to evaluate the subject's personality dynamics. Personality may be defined as the characteristic way in which a person views the world, relate

to others, solves problems, regulates emotions, manages stress and copes with life challenges (Davis, 2001). This course will focus on the Rorschach Inkblot Test as a perceptual-cognitive, problem-solving task. The main objective of the course is to provide the student with basic knowledge for the application of the most recent Rorschach Performance Assessment System.

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

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

PHS 1766 Group Processes and Group Psychotherapy (2 Credits)

Basic psychological processes of small groups are initially explored as a foundation to introduce the main theoretical approaches to group therapy. The course provides an in-depth examination of the steps usually conducted to determine the type of group to form and the selection process. The different stage of development of the therapeutic group follows together with the way the different curative factors of group therapy are activated and maintained during treatment. The role of the therapist is emphasized throughout each topic.

PHS 1767 Family Therapy and Systemic Intervention (2 Credits)

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

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. Other work related to supervision and consultation may be required depending upon the opportunities available in the community and with different organizations.

PHS 1781 General Clinical Practicum (0 credits)

With the assistance and approval of the Coordinator of Clinical Practica students will select a training site suitable for their training needs and levels of clinical development. Upon coordinating with the training site, a training contract will be drawn explaining the duration, goals and objectives, and evaluation requirements of the elective practicum. Students may include these training hours in their APPI application, as they will receive formal

acknowledgement of their experience. The practicum didactic component depends on the training site in which the student will complete the experience. Special academic or didactic requirements of the practicum should be indicated in the training contract, when these go beyond what is specified in this syllabus.

PHS 1785 Clinical Psychology in the General Hospital Setting (1 credit)

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

PHS 1786 General Clinical Practice: Integration I (0 credits) (250 hrs.)
Prerequisite: PHS 1685 & 1683

Based on their practicum experiences, students in this seminar will engage in case discussions to share their experiences with clients. These discussions will help students develop the ability to integrate various sources of information when designing treatment plans for the clients they serve. Students will also gain a solid understanding of Evidence-Based Treatment (EBT) principles, which will guide their assessment, treatment planning, and therapeutic interventions. Additionally, students will acquire skills in presenting clinical cases.

PHS 1787 General Clinical Practice: Integration II (0 credits) (250 hrs.)
Prerequisite PHS 1786

During this practicum, the student will develop further competencies in the utilization of evidence-based treatments and techniques. 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 course will also help the student to gain a broader perspective of the context in which treatment occurs. This entails the capacity to integrate different treatment and information on advanced psychopathology as well as theoretical information obtained through other courses in the program. Therefore, the student will learn to integrate knowledge from multiple sources within the field of mental health with the information obtained from the clients being served at the practicum site.

PHS 1788 Advanced Projective Assessment Practicum (30 hrs.)
To be taken concomitantly with PHS 1757.

The main purpose of this practicum is to familiarize and develop competencies in the administration, scoring, interpretation and application of the Rorschach Inkblot Test.

PHS 1800 Independent Study (up to 6 credits per project)

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

PHS 1804 Teaching Psychology Laboratory (30 Hours) Pre-requisites: PHS 1621, PHS 1721

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

PHS 1811 Anatomy & Physiology for Professional Psychologists (3 credits)

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

PHS 1812 Anatomy Laboratory (1 credit)

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

PHS 1814 Psychology of Addictions (2 Credits).

The most common types of addictions will be explored from multiple perspectives including neurophysiological (brain reward centers and neurotransmitters, tolerance, dependence, craving, withdrawal), psychological (attitudes, cognition, identity), family/social (systemic, cultural), and community/government (policies, prevention). Emphasis will be given to the diagnosis and treatment of dual diagnosed patients and on the complex interaction between mental health/psychiatric disorders and Substance Abuse. Evidence-based treatment approaches for different levels of abuse/dependence will be addressed. Evidenced-based prevention interventions will also receive due attention during the course. The discussion of the prevention and treatment strategies in use will be guided by research findings on efficacy and public policy.

PHS 1816 Integrated Behavioral Healthcare (2 credits)

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

PHS 1818 Clinical Health Psychology (2 credits)

This course provides an introduction to clinical health psychology. It covers topics such as the biopsychosocial model as a paradigm for health psychology, health promotion, delaying behavior, adherence to medical regimens, and the psychosocial components of major health issues including chronic pain and illness, heart disease, cancer, and diabetes. It also discusses behavioral approaches to modifying health behaviors, as well as health challenges related to gender, ethnicity, and sexual orientation.

PHS 1821 Doctoral Dissertation Proposal (0 credits)

Students will register in PHS 1821 during the third or fourth year and meet regularly with their thesis advisor and other committee members. These meetings will guide them toward completing their dissertation proposal.

PHS 1824 Structural Equation Modeling (2 credits)

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

PHS 1825 Partial Least Squares Based Structural Equation Modeling (2 Credits)

The course will introduce students to partial least squares based structural equation models (PLS-SEM) using SMART-PLS, one of the most frequently used software programs for PLS-SEM. Students will familiarize with the potentials of using the multivariate analysis method PLS-SEM in their research.

PHS 1826 Doctoral Dissertation (0 Credits)

Students will register for PHS 1826 during their fourth year and will have regular meetings with their thesis advisor and other committee members. These meetings will provide guidance for students to complete their dissertation.

PHS 1832 Social Bases of Behavior (3 credits)

Social Psychology is an area of psychology that fosters our understanding of how the social environment influences affective, behavioral, and cognitive functioning. Individuals are socialized within particular contexts and this process manifests itself through their perceptions, cognitions, attitudes, emotions, embodiments, and behaviors. This course provides an overview of the contributions of Social Psychology to different areas of studies, particularly to Clinical Psychology. Special emphasis will be placed on philosophical, cultural, economic, and sociopolitical elements that have influenced its transformation through history. The study of Social Psychology is essential for the understanding of individual and collective phenomena, which is an indispensable tool for mental health professionals.

PHS 1833 Fundamentals of Social Determinants of Health (2 credits)

Fundamentals of Social Determinants of Health will provide students with basic aspects about history, theory, and key concepts in the study of social

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

PHS 1834 Women's Health Psychology and Health Issues (2 credits)

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

PHS 1835 Psychology and Poverty (2 credits)

Despite growing literature on diversity and its impact on psychotherapy, the field of clinical psychology has much to improve in the area of psychotherapy and poverty. This course is designed to familiarize students (future psychologist) with the social phenomena of poverty and how it impacts health and quality of life. The didactic and experiential nature of the course is designed to sensitize students, at the professional and personal levels, to effectively work with the multiple effects of poverty in their clients, in society and in themselves. The student is exposed to the main concepts of each area cover in a didactic and experiential manner. The main research methods utilized in the field are explored. The design and implementation of Evidence-Based psychotherapeutic interventions pertinent in this type of social contexts, are presented.

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 among other, the following topics: choosing lifestyles and sexual orientation – the LGBTQIA+ 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.

PHS 1838 Psychology of Sexual Orientation and Gender Diversity (2 credits)

Gender and Sexual Diversity Psychology is an introductory course to understand and

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

PHS 1839 Child Maltreatment (2 credits)

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

PHS 1840 Integrated Sexual and Gender Affirmative Intervention

Prerequisite PHS 1836, 1838 and 1870

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

PHS 1845 Sports Psychology (2 credits)

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

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

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

PHS 1848 Antisocial Personality Disorders and Sexual Deviant Behaviors (2 credits)

Prerequisite: PHS 1747

As clinical practitioners, psychologists may handle a broad range of mental health dynamics, as well as psychopathologies. This course is intended to bring specialized attention to a range of several atypical behaviors and manifestations of psychopathology. It will bring particular attention to some of these psychological structures implicated in psychopathology. This knowledge might an important component of any clinical intervention, as part of a psychological assessment, psychotherapy process or even part of a psycho-legal procedure. These psychological structures expected to be covered at the course will include psychopathy, sociopathy, as well as other sexual deviations (including, but not limited to fetishism, masochism, and sadism). Recent research and literature review will be a central component of the course, in order to engage students on the newest tendencies regarding clinical evaluation, etiological aspects related to the psychological structures, as well as evidenced based psychotherapeutic interventions. The course is intended to be part of the “forensic track” within the PsyD and PhD psychology programs, although might be complementary to any other student.

PHS 1849 Forensic Psychological Assessment (3 Credits)

Prerequisite: PHS 16520, PHS 1658, PHS 1657 and PHS 1871

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

PHS 1851 Neuropsychological Assessment (3 credits)

Prerequisite: PHS 1511, PHS 1652, and PHS 1658

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

PHS 1852 Pediatric Neuropsychological Assessment (3 credits)

Prerequisites: PHS 1511, PHS 1515, and PHS 1652

In this course, the student will learn about developmental perspectives and models required for the practice of neuropsychology with children and adolescents. Historical, theoretical and neuroscientific models are reviewed. The student will learn about

common developmental, acquired and medical disorders that affect the central nervous system. In addition, the student will learn about the process of neuropsychological evaluation assessment, including requirements for neuropsychological intake, pediatric neuropsychological evaluation, neuropsychological report writing and general guidelines for interventions directed to pediatric populations. The student will comprehend the nature of the relationship between the neurobiological, sociocultural and other environmental factors that contribute to the cognitive maturation, and its considerations in the process of the neuropsychological assessment and intervention planning.

PHS 1865 Autism Spectrum Disorders: Contemporary Theories and Intervention Models (2 credits)

The student will be able to understand the basis of Autism Spectrum Disorders (ASD). This course integrates the history, diagnostic criteria, classification, contemporary theories of neurodevelopmental processes, current knowledge about its neurobiology and pathogenesis, evaluation methods and instruments, and intervention models. Didactic and practical approaches are used to integrate the information. The information to be presented is based on the scope of current research and evidence-based models on interventions.

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

Prerequisite: PHS 1747

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

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

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

PHS 1870 Studies in Human Sexuality (2 credits)

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

section of the course.

PHS 1871 Forensic Psychology (2 Credits)

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

PHS 1874 Geriatric Psychology (2 Credits)

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

PHS 1875 Neuropsychological Rehabilitation (2 credits). Prerequisite PHS 1847 or taken concurrently.

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

PHS 1878 Brain, Psyche, and Psychopathology (2)

The course's main goal is to have a better understanding of human psychopathology and psychotherapeutic processes according to contemporary research. It aims to integrate empirical knowledge from the areas of genetics, unconscious and conscious memory systems, neural bases of emotions, attachment, psychopathology, and psychotherapy. Therefore, it will be a merge of the fields of Behavioral Genetics, Cognitive Neuroscience, Affective Neuroscience, Evolutionary Psychiatry, Clinical Psychology, and Neuropsychanalysis. The information and research evidence will be divided in five units with several lectures in each one: (1) Theoretical Evolution of the Human Psyche/Mind, (2) Molecular and Neural Bases of Emotions, (3) Unconscious and Conscious Memory Systems, (4) Psychopathology, and (5) Implications for Psychotherapy. Emergent theorists (e.g. Eric Kandel, Antonio Damasio, Joseph LeDoux, Jaak Panksepp, and Mark Solms) that integrate unconscious and conscious processes involved in psychopathology and psychotherapy will be discussed. All this information will be analyzed from a clinical standpoint and with a special emphasis on the

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

PHS 1879 Contemporary Psychoanalytic Therapy (2 credits)

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

PHS 1881 Advanced Clinical Practicum I (0 credits)

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

PHS 1882 Advanced Clinical Practicum II (0 credits)

This experience will allow students to focus on the development of specialized clinical skills in their areas of interest. Therefore, this practicum may serve as a vehicle for students to explore specialized areas of the profession or to gain additional general clinical experience. Upon completing this elective practicum students will have accumulated additional time to enhance their APPI application. The specific requirements of this practicum are to be determined by the training staff of each individual training site in coordination with the Practicum Coordinator.

PHS 1883 Advanced Clinical Practicum III (0 credits)

Students interested in gaining additional clinical practice or developing specialized skills in one of the program's clinical or research tracks may register in this practicum. The specific requirements of this practicum are to be determined by the training staff of each individual training site in coordination with the Practicum Coordinator.

PHS 1884 Advanced Clinical Practicum IV (0 credits)

Students interested in gaining additional clinical practice or developing specialized skills in one of the program's clinical or research tracks may register in this practicum. The specific requirements of this practicum are to be determined by the training staff of each individual training site in coordination with the Practicum Coordinator.

PHS 1885 Advanced Clinical Practicum V (0 credits)

Students interested in gaining additional clinical practice or developing specialized skills in one of the program's clinical or research tracks may register in this practicum. The specific requirements of this practicum are to be determined by the training staff of each individual training site in coordination with the Practicum Coordinator.

- PHS 1888 Advanced Clinical Practicum: Clinical Health Psychology (0 credits) (250 hrs.)
Prerequisite: PHS 1818- Requires authorization
- 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 program, through which they will have the opportunity to provide psychological services to patients in medical settings. This Practicum will help the student integrate the theoretical knowledge obtained through the Clinical Health Psychology course with the experience they have at their practicum site.
- PHS 1900. Pre-doctoral Internship
- A 2000-hour per year intensive clinical experience. Interns are placed for 40 hours per week for 12 months in a clinical setting where opportunities for further growth are abundant. Such work will be closely supervised given that this is the last experiential component of their program.
- IHD 9190 Interprofessional Perspectives in Health Disparities (1 credit)
- A course designed to provide a general overview of gaps in health outcomes associated with health disparities. A special emphasis will be given to the social determinants of health such as race/ethnicity, social class, socioeconomic status, sex, sexuality, nationality, and migration status. The course will focus on the impact of health disparities' impact at multiple system's levels (e.g. Individual, patient-clinician, healthcare system, etc).
- MPH 5601 Scientific Writing (3 Credits)
- This course concentrates on writing a research paper and on the effective presentation of scientific information in text, and figures. It emphasizes an approach oriented to the reader, addressing subjects such as: Writing tables, abstract introduction, methods, results, and discussion. Students will learn about the writing process by drafting and revising a manuscript based on their own research.
- MPH 7101 IRB Seminar (1 Credit)
- This seminar will expose the student to the regulations for the protection of human and animal subjects in the context of the main types of research methodologies. The main ethical issues underlying the ethical execution of research projects will be initially considered. The regulations expressed in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, The Belmont report, will be considered and will serve as the foundation for the seminar, within the broader ethical perspective initially presented. Students will learn that all government and private institutions receiving funds from the DHHS (including NIH & NIMH) that support or engage in research with human subjects adhere to these regulatory requirements guided by the ethical principles of the Belmont Report.

References

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- Belar, C. & Perry, N., (1992). National Conference on Scientist/Practitioner Education and Training for the Professional Practice of Psychology. *American Psychologist*, Vol 47 (1), pp. 71-75
- Peterson, R.L., Peterson, D.R., Abrams, J.C., Stricker, G. (1997). The National Councils of Schools and Programs of Professional Psychology Educational Model. *Professional Psychology: Research and Practice*. August 1997 Vol. 28, No. 4, 373-386
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- Rodolfa, E.R., Bent, R.J., Eisman, E., Nelson, P.D., Rehm, L., & Ritchie, P. (2005). A cube model for competency development: Implications for psychology educators and regulators. *Professional Psychology: Research and Practice*, 36, 347-354.



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· School of Behavioral ·
and Brain Sciences

Ponce Health Sciences University
PHD DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY
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