



PONCE

HEALTH SCIENCES UNIVERSITY

St. Louis, Missouri Campus



2024 - 2025 **PSY.D. CLINICAL** **PSYCHOLOGY** **PROGRAM**

Handbook

MESSAGE FROM THE DEAN

On behalf of the School of Behavioral and Brain Sciences (SBBS) at Ponce Health Sciences University, I am delighted to extend a warm welcome to each of you as you embark on this exciting journey in our Clinical Psychology (PsyD) Doctoral Program, at St. Louis Campus. Your decision to join us marks the beginning of a transformative academic experience, and we are thrilled to have you as part of our academic community.

As you start this new chapter, please know that we are deeply committed to providing you with the highest quality of education and training. Our faculty and staff are dedicated to supporting you every step of the way, and we are confident that you will find both intellectual and personal growth throughout your time here.

Please feel free to review each section of this Handbook, to learn about the curriculum, our faculty, and Program policies, as well as other valuable information which would guide you through this process. If you have any questions, feel free to contact us and clarify any doubt. Enjoy this academic career and get the most out of the experience.

Welcome!



Yaritza López Robledo, Ph.D.
Dean SBBS
PHSU

TABLE OF CONTENTS

MESSAGE FROM THE DEAN	2
MISSION STATEMENT	4
PROGRAM AIMS.....	4
PROGRAM VALUES	7
Student Rights and Responsibilities	7
Faculty Rights and Responsibilities	8
FACULTY	9
ACADEMIC RECRUITMENT AND ADMISSIONS	9
Admission Requirements	10
Transfer of Credits Policy	10
PROGRAM POLICIES.....	11
DEGREE REQUIREMENTS.....	11
ACADEMIC ADVISING	13
ACADEMIC EXPECTATIONS.....	13
Coursework	13
Administration, Annotation, Course Numbering and Grading System	17
Satisfactory Academic Progress Policy (Institutional)	18
Appeal Process Following Dismissal.....	20
Comprehensive Examination and Clinical Practice Examination	20
Professional Expectations.....	22
Evaluation of Non-academic Competence.....	22
Professional Competency Challenges and Due Process	24
INSTITUTIONAL POLICIES AND RESOURCES	26
Non-Discrimination Policy.....	26
ATTENDANCE POLICY.....	27
Types of Absences.....	27
Administrative Withdrawals.....	28
Process	29
COURSE DESCRIPTIONS	29

MISSION STATEMENT

Consonant with the concept that Clinical Psychology is an integral component of the Health Sciences, the Clinical Psychology Program at Ponce Health Sciences University, St. Louis campus, aims to develop a new generation of Health Service Providers in Psychology with a strong foundation in the biological bases of behavior, a broad understanding of psychological processes, and of the socio-cultural dimension of normal and abnormal behavior. Our program aims to consider the integration of science and practice and the influence of cultural and individual differences and diversity across areas. The program utilizes a scientifically based curriculum harmonized by a multidisciplinary faculty in order to provide a broad understanding of human behavior and to develop clinical skills applicable in multiple socio-cultural contexts.

PROGRAM AIMS

Consistent with the Standards of Accreditation of the American Psychological Association, the program aims to ensure that students develop at least minimum levels of competency in the following nine areas: 1) Research, 2) Ethical and Legal Standards, 3) Individual and Cultural Diversity, 4) Professional Values, Attitudes, and Behaviors, 5) Communication and Interpersonal Skills, 6) Assessment, 7) Intervention, 8) Supervision, and 9) Consultation and Interprofessional/ Interdisciplinary Skills. Our program aims to prepare clinical psychologists for the ethical delivery of empirically supported psychotherapeutic interventions, assessment, diagnosis, consultation, education, supervision, and management when assuming the contemporary roles of the profession while adopting a lifelong commitment to professional growth based upon the evolving scientific knowledge and expanding scope of practice. The following is a brief description of the program's training and evaluation in each of these areas.

1. RESEARCH

- a. **Objective:** The students are expected to demonstrate the ability to independently formulate, conduct, and critically evaluate research or scholarly activities. Students may also choose to participate in the dissemination of research.
- b. **Specific Training Experiences:** Students will complete courses related to research competency, including test construction, applied research for psychologists, research practicum, and qualitative and quantitative methods and descriptive statistics. Students will also complete a dissertation.
- c. **Conceptual Integration:** The scientific method, critical thinking, and empiricism will be valued throughout the program. It is expected that all classes and training experiences emphasize evidence-based practice.

2. ETHICAL AND LEGAL STANDARDS

- a. **Objective:** Students will demonstrate knowledge of all legal and ethical standards related to patient and therapist relationships in all psychological assessment and therapeutic interventions and for legal and ethical expectations across the roles and duties of a Health Service Provider in Psychology. Students will conduct themselves in ethical manners across activities. Students will recognize ethical dilemmas as they arise, engage in ethical decision making, and implement plans to resolve dilemmas to the best of their ability.



- b. **Specific Training Experiences:** Students will complete a course on ethics in professional psychology. Ethics will be represented in the comprehensive exams. Ethics will be regularly evaluated as part of the clinical training and yearly evaluation processes.
- c. **Conceptual Integration:** It is expected that all classes and training experiences emphasize legal and ethical work, promote awareness of potential ethical dilemmas, and assist the student with practice in ethical decision-making.

3. INDIVIDUAL AND CULTURAL DIVERSITY

- a. **Objective:** The students will demonstrate awareness, attitudes of respect, and appropriate responses across activities, including in the delivery of psychological services, that are sensitive to, but not limited to, the following factors: age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and SES as well as the interrelationships of these identities and other statuses. Students will demonstrate an understanding of their own personal/cultural history, attitudes, and biases and of how these may affect how they understand and interact with others. Students will demonstrate the ability to work with a range of individuals, including those with different backgrounds and identities.
- b. **Specific training experiences:** Students will complete a course on racial, ethnic, and cultural diversity. Sensitivity to and value of individual and cultural diversity will be regularly evaluated as part of the clinical training and yearly evaluation processes.
- c. **Conceptual Integration:** It is expected that all classes and training experiences emphasize the consideration of and respect for individual and cultural differences. Students will be encouraged to consider individual and systematic biases and consider strategies for increasing equity, as individuals and as a field.

4. PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS

- a. **Objective:** Students are expected to engage in self-reflection regarding one's personal and professional functioning, seek and demonstrate openness to feedback regarding functioning, and engage in steps to maintain and improve professionalism. Students are expected to behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- b. **Specific training experiences:** Students will be informed about the program and field expectations in student orientation processes and across classes. Professional values, attitudes, and behaviors will be evaluated and discussed regularly as part of clinical training and yearly evaluations. Students will also be expected to provide self-reflections and evaluations in courses and yearly evaluations.
- c. **Conceptual Integration:** It is expected that all classes and training activities emphasize and evaluate, to some degree, professional values, attitudes, and behaviors. Faculty, administration, and staff will also engage in and model professional values and behaviors.

5. COMMUNICATION AND INTERPERSONAL SKILLS

- a. **Objective:** The students will demonstrate the ability to form and maintain professional relationships with clients, colleagues, supervisors, faculty, other multidisciplinary healthcare team professionals, and community members in accordance with the ethical standards and values of the profession.
- b. **Specific training experiences:** Students will be expected to demonstrate quality verbal, nonverbal, and written communication in classes, clinical training, and all program interactions and activities. Courses will assess communication and interpersonal skills

through activities such as discussion, written assignments, and role-plays. Clinical training will assess communication and interpersonal skills in clinical work and professional writing. Communication and interpersonal skills will be monitored through clinical training evaluations and yearly evaluations, in addition to course grades and specific activities.

- c. **Conceptual Integration:** Students are expected to demonstrate competency in communication and interpersonal skills across program activities. Courses and clinical training will consistently include activities that will provide the opportunity for students to demonstrate skills in these areas.

6. ASSESSMENT

- a. **Objective:** Students will demonstrate knowledge of diagnostic classification systems, functional and dysfunctional behaviors, and understanding of contextual influences. Students will demonstrate the ability to select, implement, and interpret evidence-based assessments. Students will effectively communicate the findings and implications of assessments.
- b. **Specific training experiences:** Students will complete courses related to assessment, including: introduction to psychological assessment and testing, fundamentals of clinical psychopathology, psychopathological disorders in children and adolescents, cognitive assessment, cognitive assessment practicum, projective assessment of personality, projective assessment of personality practicum, and objective assessment of personality. Students will also receive training in and feedback related to assessment during their practicum experiences. Assessment items will be included in the comprehensive examination.
- c. **Conceptual Integration:** Students will consider the influence that assessment choices, measures, and methods have on outcomes and implications. Students will consider assessment when critically consuming literature, will become competent in assessment usage while providing clinical services, and may demonstrate effective assessment usage in implemented research projects, if applicable.

7. INTERVENTION

- a. **Objective:** The students will be able to appropriately select and implement evidence-based psychological interventions and document therapeutic progress accurately. Students will consider the impact of context, cultural diversity, and individual characteristics on intervention. Students will engage in ongoing assessment of choices and address, modify, or discontinue services when appropriate.
- b. **Specific training experiences:** Students will complete courses related to intervention, including: introduction to clinical practice, psychotherapeutic techniques, group process and group psychotherapy, fundamentals of clinical interventions and emergency psychology, family therapy and systemic interventions, behavior modification: theory and practice, cognitive-behavioral therapy, general clinical practice integration courses, and short-term psychotherapy. Students will also complete at least 1100 hours of practicum training experience, the Clinical Comprehensive exam, and a clinical internship. Intervention skills will be regularly evaluated throughout these activities.
- c. **Conceptual Integration:** Although clinical training activities and courses will have the most direct emphasis on intervention, as a program designed to train Health Service Providers in Psychology, all courses and activities will consider and highlight clinical relevance and implications.

8. SUPERVISION

- a. **Objective:** The students will be able to demonstrate an understanding of supervision models and theories.

- b. **Specific training experiences:** Students will complete a course on Supervision and Consultation. Students will participate in supervision, primarily as a supervisee, while in clinical training. Some students may have the opportunity to receive supervision of supervision.
- c. **Conceptual Integration:** Experience providing supervision is not a required element of the program. However, it is hoped that students will critically consider and learn from experiences in relationships with mentors and supervisors.

9. CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILL

- a. **Objective:** The students will be expected to demonstrate knowledge and respect for the roles and perspectives of other professions, demonstrate knowledge of consultation models, and engage in some opportunities to practice consultation skills.
- b. **Specific training experiences:** Students will complete courses in: supervision and consultation, program development and administration in mental health, clinical health psychology, and interprofessional perspectives in health disparities.
- c. **Conceptual Integration:** Students will be expected to consider the interrelated nature of professional work throughout their training experiences. Students are expected to consider what can be learned from other professions and how they, as future Health Service Providers of Psychology, can work with others to begin to address contemporary challenges.

Students will also be trained in and expected to demonstrate competency in relevant discipline specific knowledge areas, including: history and systems of psychology, affective aspects of behavior, biological aspects of behavior, cognitive aspects of behavior, developmental aspects of behavior, social aspects of behavior, research methods, statistics, psychometrics, and the integration of these areas. Together, our program aims to develop in our students an in-depth, historically contextualized understanding of the psychological, biological and socio-cultural bases of normal and abnormal behavior that serves as the foundation of clinical practice.

PROGRAM VALUES

STUDENT RIGHTS AND RESPONSIBILITIES

The main purpose of the Clinical Psychology Program is to develop excellent professional psychologists. Therefore, activities performed by our program are done with the goal of increasing student learning and potential for success.

It is our intention to admit students capable of successfully completing the program. Once accepted, the program commits to providing the training opportunities and support needed to achieve their vocational goal. Students are expected to make a serious commitment to the program and to comply with all academic and skill-building requirements.

Our program seeks to view each student as an individual. We recognize that individuals will enter the program with a wide variety of prior experiences and skill levels. We want to work with students to identify each person's unique strengths and challenges. We hope to assist students in developing plans for success in the program.

Our program seeks to reduce extraneous factors that interfere with program success. Specifically, our aim is for every student in the program to be successful and develop into competent Health Service Providers in Psychology. We will work to create environments where students are able to get the educational services they need, as is feasible. Except in the most extreme cases (such as egregious ethical concerns), students presenting with academic or clinical performance deficiencies

will be provided with personalized remediation plans designed to help them reach the expected levels of competency.

Our program respects our students' individual and cultural identities including: age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and SES as well as the interrelationships of these identities and other statuses. We will strive to maintain a supportive environment for all students.

Faculty and staff will treat students with respect and will not subject students to intentional harm.

We believe that students should be aware of program expectations, their status in the program, and evaluative results. The program will strive to inform students in advance of what is expected of them. Students will receive regular feedback on their performance. Feedback will include both areas of strengths and those in need of development. Faculty will strive to provide feedback clearly and to provide direction for how to improve when needed. Students are expected to consider the feedback provided, engage in self-reflection, and to adjust as needed. Students and faculty are expected to always communicate respectfully, including during difficult conversations. Students are expected to follow the suggestions of supervisors when engaging in supervised activities.

FACULTY RIGHTS AND RESPONSIBILITIES

The program strives to attract and retain quality faculty. All faculty involved with the program are chosen based on their qualifications and ability to support student learning.

We believe that diversity in faculty increases the strength of our program. Students will likely work with a wide range of faculty and supervisors while in the program. It is likely that students will have some preferences, but students are expected to respect faculty and supervisor approaches to tasks and perspectives, unless professional, ethical, or safety concerns exist.

Our program respects our faculties' individual and cultural identities including: age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and SES as well as the interrelationships of these identities and other statuses.

Faculty will model professional and ethical values, attitudes, and behaviors and strong interpersonal and communication skills.

Students will have the opportunity to provide feedback regarding faculty, supervisors, and clinical training sites. The program commits to reviewing and considering feedback. Faculty are expected to engage in self-reflection, consider feedback that is provided, and make changes as are beneficial and feasible. However, students are encouraged to remember that there are many factors that are considered in any training related decision and that not all student feedback will be implemented.

The program values academic freedom and respects a faculty member's choices regarding course content and assessment for areas that are not standardized. Faculty members commit to conducting courses in evidence-based manners.

The program's administration is committed to facilitating the educational responsibilities and activities of all faculty members.

The program's administration recognizes that faculty members need the freedom and the resources to maintain their knowledge base and clinical skills through continuing education efforts, through faculty development activities and by conducting research and scholarship activities.

The program believes that faculty engagement in research and scholarship creates a better learning environment for students.

FACULTY

Yaritza López Robledo, Ph.D., Dean of School of Behavior and Brain Sciences
Psychotic and Personality Disorders, Forensic Psychology

Giselle Medina-Velez, Psy.D., Interim Program Director
Pediatrics Psychology, Integrated Health Care, Development, Child and Adolescents Psychotherapy

Lisa S. Elwood, Ph.D., HSPP, ABPP, Associate Professor
Trauma, Post Traumatic Stress Disorder (PTSD), Mood and Anxiety and Cognitive Behavioral Therapy (CBT)

Frank Barrios, Ph.D., Professor
Behavioral and Cognitive Therapies and Health Psychology

David Evans, Ph.D., Associate Professor
Personality, Cognition, Neuroscience, Research Designs and Addiction

Ellen Glover-Orr, Ph.D., HSPP, Associate Professor and Director of Clinical Training
Children and Trauma, Child Sexual Behavior Problems and Assessment and Trauma in Children

Zoe P. Ross-Nash, Psy.D., Assistant Professor
Eating Disorders and Trauma

Dan Welch, Ph.D., Professor
Event-Related Potentials (ERPs) and Computer Brain Interfaces (CBIs)

ACADEMIC RECRUITMENT AND ADMISSIONS

Individuals applying to the PHSU PsyD program come from many different backgrounds and experiences. The PsyD program will attempt to recruit a wide variety of students, including those from diverse and underrepresented areas. Student recruitment may take place at scientific conferences or professional meetings, at specific colleges and universities, and through media and advertising, among other approaches. Institutions and organizations with high percentages of diverse and underrepresented students may be targeted for recruitment activities. Students who have ideas for recruitment, especially for diverse and underserved backgrounds, are strongly encouraged to share their ideas with the Director of the PsyD program and/or the chair of the Admissions Committee.



ADMISSION REQUIREMENTS

Candidates for admission will satisfy the following minimal requirements:

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

COURSE	CREDITS
General Psychology	3
Developmental Psychology	3
Statistics	3
Abnormal Psychology or Psychopathology	3
Experimental Psychology or Research Methods	3

3. Submit an official transcript of all college level work completed and of all graduate courses taken.
4. Preferred GPA of 3.00 on a 4.00 scale.
5. Three letters of recommendation from professors and or professionals familiar with the candidate's professional work and skills.
6. Participation in PsyD interviews.

TRANSFER OF CREDITS POLICY

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

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



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

1. Courses need to be relevant to the field of Clinical/Professional Psychology
2. Only courses approved with a minimum grade of B will be considered for transfer.
3. It is the student's responsibility to provide the course syllabus and the course description of the institution where the course (s) requested for transfer was/were taken.
4. The student may be expected to provide additional information as requested.

Students who are interested in receiving transfer credits should communicate with the Office of Student Support and the Director of Clinical Psychology about eligible courses.

Once accepted, students are expected to adhere to all PHSU institutional and program specific policies.

PROGRAM POLICIES

PSYCHOLOGY DEGREE GRANTED

The degree in Psychology to be granted is the "Psychology Doctorate" or Psy.D. in Clinical Psychology, consonant with the criteria established in 1973 by the American Psychological Association (APA). This program is authorized by the Missouri Department of Higher Education and Workforce Development and accredited by the Middle States Commission on Higher Education.

DEGREE REQUIREMENTS

The requirements to obtain the Psychology Doctorate degree are:

Students should display professional values, attitudes, and behaviors at the expected level or above (e.g., as evaluated in the yearly evaluations) and conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University, the corresponding accreditation agencies, the St. Louis campus, and the PsyD Program Handbooks and Manuals.

Students must meet minimal levels of achievement in all evaluated program activities and expectations in order to graduate. This includes the successful completion of required and elective courses, including practicum and seminars. Students are expected to maintain satisfactory academic progress. Students are expected to receive a grade of B or higher in all required classes. Receipt of a grade below a B will require the student to repeat the course. A minimum of 86 credits is needed to satisfy the academic requirements. Students must complete all courses within the established time frame. The practicum, dissertation and internship do not carry credit value. They are monitored by the hour and not by credit. See grade requirement and satisfactory academic progress section below.



1. Successfully complete a minimum of 1100 hours (500 direct) of clinical practice during the semesters of the program. Hours are accrued while in courses that include practicum training. Students should see the Clinical Training Handbook for more detailed information.
2. 8-10 hours on practicum and 1 hour and 40 minutes attending didactic sessions per week for 18 weeks of the second semester of the first year attending PSY 5810 for a minimum of 100 total hours for the semester.
3. 20 -25 hours on practicum and at least 1 hour and 40 minutes per week attending didactic sessions during the first and second semester of the second year (PSY 5820 and PSY 6850) for a minimum total of 250 hours per semester with at least 100 direct client contact hours per semester.
4. 20 -25 hours on practicum and at least 1 hour and 40 minutes per week attending didactic sessions during the first and second semester of the third year (PSY 6830 and PSY 7860) for a minimum total of 250 hours per semester with a minimum of 100 direct client contact hours.
5. 20 -25 hours on practicum and at least 1 hour and 40 minutes per week attending didactic sessions during the first semester of the fourth year (PSY 7870) for a minimum total of 250 hours per semester a minimum of 100 direct client contact hours.
6. Students also have the option to accrue additional practicum hours through elective practicum courses.
7. Pass the Comprehensive Examination (CE) and the Clinical Practice Examination (CPX).
8. Pass the Dissertation Prospectus Proposal by the dissertation committee before submitting the application for internship. Detailed information about the dissertation process is provided in the Dissertation Manual.
9. Receive approval to apply for internship. In order to qualify for internship, students must have met the following requirements:
 - a. Completion of required practica (at least 1100 total hours with at least 500 direct, face-to-face hours).
 - b. Documentation from the Director of Clinical Training indicating that all practicum-related documentation has been completed and that the requirement of 4 psychological testing batteries has been met.
 - c. An unofficial transcript that reflects no Incomplete courses or required courses with C grades.
 - d. Successful completion of the Comprehensive (CE) and Clinical Practice Examinations (CPX).
 - e. Evidence of having presented and passed the dissertation proposal.
 - f. Completion of the internship preparation course.
10. Complete 2000 hours of pre-doctoral internship. The internship may be completed in 40 hours per week during a 12-month period (Full Time) or 20 hours per week in a 24-month period (Half Time).
11. Successful defense of the doctoral dissertation.
12. Residency Requirement: Students must be in full-time residence at the program for at least one year. Given the majority of courses are taught in person, students are typically in full-time residence with the program throughout their training, with the exception of the internship year.

ACADEMIC ADVISING

The goals of academic advising are to facilitate processes, provide clarification and guidance, enhance the student's professional development, and to provide students with a point of contact and support in the program. The academic advising process encompasses the academic area in all its dimensions, including ethical and professional aspects.

1. Every student is assigned to a Faculty Advisor.
2. Advisors and advisees should meet at least once per semester.
3. Students may contact their academic advisor for advice and support, by soliciting an appointment. Similarly, an advisor can also request meetings with their advisees.
4. Advisors will review the results of the yearly Student Professionalism Evaluations and Student self-evaluations with their advisees.

Advisors will be informed about concerns related to their advisees and will be included in decision-making and remediation processes. (See grievance and due process sections for more information)

Students will be evaluated in a number of areas, which can loosely be categorized as falling into academic, clinical, and professional realms. The following sections of the handbook will discuss the expectations of students in each of these areas.

ACADEMIC EXPECTATIONS

COURSEWORK

Our program utilizes a curriculum based upon the original PHSU PsyD program (on the Ponce campus), with some modifications designed to meet our specific program's needs. We are proud of our curriculum and believe that it prepares students in the areas highlighted by the American Psychological Association and reflects our program's mission and values, including our emphasis on empirically based practice and consideration of diversity. The program curriculum, without the internship courses, is designed to be completed in four years. The curriculum for students entering the program in the 2024-2025 academic year is presented below. However, please note that changes may occur as needed. Detailed information about the courses in the curriculum can be found in the PHSU St. Louis Academic Catalog. Curriculum guides for previous cohorts are available in the PsyD Canvas site.



5-YEAR CURRICULUM SEQUENCE

Starting 2022-23 Academic Year

First Year: Semester I Courses

CODE	COURSE TITLE	CREDITS
PSY 5110	Fundamentals of Neuroscience	3
PSY 5120	Neuroanatomy Laboratory	2
PSY 6860	Intro to Psychological Assessment and Testing	2
PSY 6250	Test Construction	2
PSY 7310	Racial, Ethnic, and Cultural Diversity	3
IHD 9190	Interprofessional Perspectives in Health Disparities	1
PSY 7200	Introduction to Professional Writing	1
Total		14

First Year: Semester II Courses

CODE	COURSE TITLE	CREDITS
PSY 5140	Neurobiology & Psychology of Emotion & Motivation	2
PSY 5220	Psychology of Personality	3
PSY 5230	Cognitive Psychology	3
PSY 5410	Fundamentals of Clinical Psychopathology	2
PSY 5730	Ethics in Professional Psychology	2
PSY 5810	Introduction to Clinical Practice	0
PSY 6520	Cognitive Assessment	3
PSY 6810	Cognitive Assessment Practicum	0
Total		15



Second Year: Semester I

CODE	COURSE TITLE	CREDITS
PSY 5180	Principals of Psychoneuroimmunology	1
PSY 6570	Objective Assessment of Personality	3
PSY 6600	Behavior Modification: Theory & Practice	2
PSY 8320	Social Bases of Behavior	3
PSY 6870	Psychotherapy Seminar	1
PSY 5820	Fundamentals of Clinical Interventions & Emergency Psychology (practicum affiliated)	0
PSY 5150	Human Growth and Development	3
Total		13

Second Year: Semester II

CODE	COURSE TITLE	CREDITS
PSY 6620	Cognitive and Cognitive – Behavioral Therapy	2
PSY 5270	History of Psychological Thought	2
PSY 7670	Family Therapy and Systemic Interventions	2
PSY 6200	Applied Research for Psychologists	2
PSY 6670	Short-Term Psychotherapy	2
PSY 6850	Conceptualization and Intervention Planning (practicum affiliated)	0
Comprehensive Examination		
Total		10

Second Year: Summer Courses

CODE	COURSE TITLE	CREDITS
PSY 7810	General Clinical Practicum (Optional)	0
Total		0



Third Year: Semester I

CODE	COURSE TITLE	CREDITS
PSY 6230	Qualitative/Quantitative Methods, & Descriptive Statistics	3
PSY 6450	Mood & Anxiety Disorders	3
PSY 6480	Psychopathological Disorders in Children and Adolescents	2
PSY 7660	Group Processes and Group Psychotherapy	2
PSY 6830	Psychotherapeutic Techniques (practicum affiliated)	0
	Advanced Professional Writing	1
Total		11

Third Year: Semester II

CODE	COURSE TITLE	CREDITS
PSY 7470	Personality and Psychotic Disorders	3
PSY 7170	Clinical Psychopharmacology	2
PSY 8140	Psychology of Addictions	2
PSY 7240	Research Practicum: Data Collection & Data Analysis	0
PSY 6580	Projective Assessment of Personality	2
PSY 6880	Practicum Projective Personality Assessment	0
PSY 7860	General Clinical Practice: Integration I (practicum affiliated)	0
Clinical Practice Examination		
Total		9

Third Year: Summer Courses

CODE	COURSE TITLE	CREDITS
PSY 8810	Advanced Clinical Practicum I (Optional)	0
PSY 8910	Internship Preparation Course	1
Total		1

Fourth Year: Semester I

CODE	COURSE TITLE	CREDITS
PSY 7730	Supervision and Consultation	3
PSY 8180	Elective	2
PSY	Elective	2
PSY 7870	General Clinical Practice: Integration II (practicum affiliated)	0
PSY 8260	Doctoral Dissertation	0
Total		7



Fourth Year: Semester II

CODE	COURSE TITLE	CREDITS
PSY	Elective	2
PSY	Elective	2
PSY 8260	Doctoral Dissertation	0
PSY 8820	Advanced Clinical Practicum II (Optional)	0
PSY 7720	Program Development and Administration in Mental Health	2
Total		6

Fifth Year: Semester I Courses

CODE	COURSE TITLE	CREDITS
PSY 9000	PreDoctoral Internship	1,000

Fifth Year Semester II Courses

CODE	COURSE TITLE	CREDITS
PSY 9000	PreDoctoral Internship	1,000

TOTAL NUMBER OF CREDITS: 86

TOTAL ELECTIVE CREDITS: 8

Note: Elective course offerings will vary. Elective courses that have been previously offered include: Clinical Health Psychology, Psycho-oncology Practice with Children and Adults, Clinical Trials in Psychological Treatment, and Trauma and Recovery.

ADMINISTRATION ANNOTATION, COURSE NUMBERING AND GRADING SYSTEM

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

A..... 100% - 90%

B..... 89% - 80%

C..... 79% - 70%

F..... Failed (below 70%)

E..... Extended

I..... Incomplete

IP..... In Progress

P..... Pass

NP..... Not Pass

NG..... No Grade

W..... Withdrawal

AW Administrative Withdrawal

The difference between "IP" and "E" is that when "IP" is recorded it implies that a new registration process occurs for the student to continue for the next academic period. When "E" is recorded the student continues activities of the course without involving a separate registration. The grading scale is as follows: A 90-100 (4 points), B 80-89 (3 points), C 70-79 (2 points), F Below 70 (0 points) (See academic catalog).



SATISFACTORY ACADEMIC PROGRESS POLICY (INSTITUTIONAL)

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.

GENERAL REQUIREMENTS

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.

PROGRAM	STANDARD	MAXIMUM
Clinical Psychology Doctorate	5 years	8 years

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

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

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

COMPLETION OF PROGRAM REQUIREMENTS

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

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.

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.

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

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.

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.

Pre-doctoral Internship Requirement: Students must complete 2000 hours of a pre-doctoral internship.

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

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 is required for financial aid eligibility and will be reviewed on a yearly basis.

1. A student is considered to have passed the class if they obtain a B or higher or a Pass. Student are expected to re-take courses if a grade lower than a B is earned. All students must achieve the minimal level of achievement in order to meet the program requirement for the course.
2. The program expects that obtainment of C's or lower or No Pass will be rare. Receipt of a C or lower or a No Pass will be reviewed by the Director, the course instructor, and the SESC. The first obtainment of a grade below a B will be reviewed and the student will be placed on a remediation plan designed to support the student and promote success. The second occurrence of a C or lower in a course will result in the student being placed on Academic Probation in addition to the development of a remediation plan.
3. If a student gets a third C or No Pass, the student will be referred to the PHSU Student Promotions Committee for review in addition to internal review.
4. Repeated courses with C grades will remain on record, but the new grade will be used to compute the grade point average.
5. A grade of F in any course will result in referral to the Students Promotion Committee.
6. Receipt of a No Pass grade will be referred to the CTC or SESC, who will review and determine the response, based on the severity of the concern. At minimum, a remediation plan will be developed. The student may also be referred to the Student Promotion Committee. Obtainment of more than one No Pass grade will result in referral to the Student Promotion Committee.
7. An "I" (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the "I" (Incomplete) in agreement with the professor and must be removed within the next year.

Students must complete the program within the maximum time frame. SAP is measured at the end of each year. At that time the student must have successfully completed 100% of the courses attempted and have a GPA of 3.00 or greater. If at the end of the year the student has not successfully completed 100% of courses or maintained a GPA of 3.00 the student has not met SAP and the student is no longer eligible for Financial Aid; however, the student may appeal that decision.

An appeal must be made in writing and based on either a death in the family, an injury to the student, or other special circumstances. If the appeal is granted, the student may continue for one payment period (semester or trimester.) See below for details of the appeal process. The student is then placed on probation and must regain SAP at the end of that payment period (semester or trimester.) If the student does not regain SAP the student again loses eligibility for Financial Aid and cannot appeal again.

Alternately, if a student loses Financial Aid for failure to maintain SAP, and an appeal is granted, the Academic Dean may work out an Academic Plan with the student, and the student must follow the plan to maintain SAP. The Academic Plan can extend beyond the maximum time frame as long as the student is following the plan.

An incomplete grade will only be allowed under very special circumstances as determined by the faculty member. The student must remove the "I" (Incomplete) by the end of the following semester or an administrative F will replace it.

If a student withdraws during the add/drop period the withdrawal is not counted in credits attempted. If the withdrawal occurs after the add/drop period the W will count as credits attempted.



Any F grade must be repeated. Courses with F grades will remain on the student's record after they have successfully repeated the course, but the new grade will be used in the calculation of the GPA.

Transfer credits from other schools count as both credits attempted and credits completed.

- A grade of "C" in any of the Clinical Courses (as identified in the program's catalog) is not allowed. Any "C" grade in the Clinical Courses must be repeated.
- No more than two courses can be repeated in the entire program.
- Repeated courses with "C" grades will remain on record, but the new grade will be used to compute the grade point average.
- A grade of "F" in any course will result in referral to the Student Promotions Committee and considered for dismissal based on overall academic performance.
- Grades of "P" (Pass) or "NP" (Not Pass) are applicable to the dissertation. When the dissertation activity requires more than one semester for its completion, the student receives a notation of "In Progress" (IP) for each semester and until the dissertation is completed.
- Grades of "P" (Pass) or "NP" (Not Pass) are applicable to Practicum and Internship. A grade of "NP" requires repetition. In case of a second "NP" grade in the same practicum or internship, the student will be referred to the Students Promotion Committee with a recommendation for dismissal.

APPEAL PROCESS FOLLOWING DISMISSAL

Students should refer to the Academic Catalog for information about the appeals processes.

COMPREHENSIVE EXAMINATION AND CLINICAL PRACTICE EXAMINATION

The Clinical Psychology PsyD Program at PHSU utilizes two comprehensive summative assessments for the 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 typically taken at the end of the second year. Students must have successfully passed all the courses of the first two years of the program and be in satisfactory academic progress in order to be approved to take the CE. Students who are not eligible or approved to complete the CE in the standard time are expected to take it at the next available opportunity. All students must take the CE while in the program, even those who are admitted after completing a master's degree program from other institutions. Similarly, all students must complete all areas of the CE. Students that transferred credit from other institutions are still expected to demonstrate sufficient knowledge of the areas on the CE. Students may wish to obtain a copy of the syllabus from the course at PHSU in order to familiarize themselves with the content covered.

The CE is a multiple-choice exam, similar to the format of the Examination for the Professional Practice in Psychology (EPPP). It is designed to cover student knowledge of the content covered in the first two years of the program. Items included in the CE are split into two areas: clinical and basic science content. After completing the CE, students will receive a letter notifying them of their scores on the CE. They will be informed of their overall score and their scores on the specific content types. They must obtain a general global score of 80% to pass the CE. Students who obtain a global score of less than 80% will have to re-take the exam the following year. Students who pass the exam, but receive less than 80% on some parts of the exam will be required to complete remediation tasks for the content areas that scored below passing, but will not have to re-take the exam.



CLINICAL PRACTICE EXAMINATION (CPX)

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

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

REMEDIAL PLAN FOR COMPREHENSIVE EXAMINATION (CE) OR CPX

In the event that a student fails a comprehensive exam, 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, supplemental practicum, or other specified training experiences with the mentorship of a faculty member or clinical supervisor. 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 comprehensive exams and demonstrate competency in the represented areas. Failure on a comprehensive exam after completing a remedial plan will result in a referral to the Institutional Student Promotions Committee. The Student Promotions Committee will determine whether a student who has failed a comprehensive exam following a remediation plan is eligible for additional remedial opportunities or should be dismissed from the program.

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 from seeing the standardized patient assigned for that period and the student 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 with the help of staff and/or 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.

PROFESSIONAL EXPECTATIONS

IDENTIFICATION

Students will identify themselves to patients, to the public and to any other person both verbally and in written form by using the designation “Clinical Psychology Doctoral Student”. This designation will change when the student enters an internship program at which time students may use the title of “Clinical Psychology Predoctoral Intern” or a title recommended by the internship site, as long as it does not misrepresent the student’s status. Students should not use the term “Doctoral Candidate”, as PHSU St. Louis does not recognize this as an official status. Students must not present themselves as “doctor” or allow others to address them with such title. Failure to follow this rule will be considered as an ethical violation.

USE OF CELLULAR PHONES

Students are expected to turn off or silence cellular phones and other electronic devices while attending lectures or any other official PsyD Program activity. Students need to inform the professor when they are expecting an important call during class.

EVALUATION OF NON-ACADEMIC COMPETENCE

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

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

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or



histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

As indicated in the above statement and represented by the core competencies valued by APA and evaluated by this program, students are expected to demonstrate doctoral level professional and interpersonal skills. At the individual level, professional behaviors include, but are not limited, to personal and professional characteristics, interpersonal relationships, and ethical/moral decisions. Expected professional behaviors include motivation to progress in the program, 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, faculty, and to non-faculty community members, and confidentiality, among other behaviors.

Unprofessional behaviors may be recognized as limitations in assuming responsibility for one's actions and duties, poor initiative to change and to assume one's 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 transference/ countertransference well, among others.

The program recognizes that concerns may occur for a variety of reasons including, but not limited to, lack of awareness of expectations, lack of awareness of the problem or alternative options, or stress or environmental reactions, among others. The program is committed to providing feedback to students and attempting to support the student in their efforts to make changes and meet expectations. Except in extreme situations, students will be provided with an opportunity to demonstrate growth before being dismissed from the program.

Although additional evaluation of these areas may also occur, the program has intentional evaluation and feedback of professional skills through the following mechanisms:

STUDENT ADVISING AND PERFORMANCE EVALUATION

The PsyD training process is a comprehensive one. All PsyD program faculty and supervisors are involved in the process of evaluating student competency and fit with the field. Given this, regular communication occurs between program members and representatives about student progress. Students should be aware that interactions with any PsyD program faculty or supervisor may be shared with other program faculty and administration. Although students may request that faculty or administration keep information shared with them or observed private, there is no guarantee that this request will be granted. Especially in matters concerning field competencies, the faculty and administrators are responsible for sharing relevant information with the program so that the program can accurately evaluate the student. Information shared between students and mental health counselors in individual counseling sessions will be held confidential, unless content comes up that requires a breach of confidentiality, such as mandated reporting situations. Additional information about confidentiality will be covered in the informed consent provided by the counselor.

Although the program operates in many ways from a team advising approach, each student will be assigned a specific academic advisor when they begin the program. 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.

STUDENT REFLECTIONS, ANNUAL EVALUATIONS, AND FEEDBACK

Students will be asked to reflect on their own skills and progress throughout the program, in addition to being provided feedback from faculty. Each student will meet with their academic advisor early in the first semester for an initial meeting. Prior to the meeting, students will complete the Student Program Success Plan document, which they will share with their advisors during the initial meeting. During this meeting, the student and advisor will discuss plans for the advising relationship, student strengths and weaknesses, and begin initial discussions promoting success in the program. Once in the program, students will be formally evaluated no less than once a year. During the evaluation period, students and advisors will be asked to complete the Student Yearly Update and Evaluation Form. After students complete the form, they will share their form with their advisor. Students will also be evaluated by faculty on professionalism, using the Student Professionalism Evaluation (SPE) form. The SPE will be used to evaluate students on interpersonal and professional abilities that might not be reflected in other academic scores, such as class grades. Faculty will hold student review meetings and discuss the students, the professionalism data, and practicum supervisor ratings. Advisors may also share information from the student self-evaluation with faculty. The faculty will discuss student strengths and weaknesses, and any student specific advice or encouragement. The faculty member will summarize the information on the advisor version of the Student Professionalism Evaluation. Once the evaluation and review process is completed, the Academic advisor will meet with the student to discuss their review for the year. Review of students for consideration of beginning practicum and approval to apply for internship will also occur during the yearly evaluation meetings.

PROFESSIONAL COMPETENCY CHALLENGES AND DUE PROCESS

CONCERNS ABOUT STUDENTS

Any faculty or administration member who has concerns or questions about a student's academic or clinical performance or professional behavior may seek to gain more information and/or raise the concern.

When a faculty, staff member, supervisor, or administrator has concerns about a student, the following steps should be taken:

1. The concerned individual should try to talk with the student directly about the concern. Ideally, the faculty/staff and the student will be able to resolve the concern.
2. The concerned individual should report the concern to the student's academic advisor. The academic advisor may speak to the student about the situation and attempt to provide assistance in the correction of the behavior. If the situation is not resolved or is determined to be at a level of severity that requires more formal review or involvement, it will proceed to step 3.
3. Report the situation to the Director. The director will speak with the involved parties and get more information about the situation. The Director may consult with others and will determine if the student should be referred to the Student Evaluation and Professional Behavior Committee (SEPBC). If not referring to the SEPBC, the involved parties will identify a plan for resolving the situation. If a decision is made to refer the student to the SEPBC, the "Student Review Request Form" will be completed and submitted to the Chair of the SEPBC. A summary of the information gained prior to the request for review will be compiled and submitted to the committee.



4. The student will be notified that he/she was referred to the SEPBC. The chair of SEPBC will keep the student informed throughout the SEPBC review.
5. The SEPBC will:
 - a. Review the request form and accompanying material.
 - b. Speak with individual parties as needed. The student will be allowed to meet with the committee to share information.
 - c. Consult with a legal advisor if necessary.
 - d. Determine whether or not the situation can be resolved informally or if a remediation plan is warranted. If the SESC determines that a remediation plan is warranted, the committee will approve a remediation plan.
 - e. The chair of SESC will then meet with the student, and the student's advisor as desired, to review the plan.

While on a remediation plan, the student is expected to provide updates and communicate regularly with their advisor, the SEPBC chair, and the Director. Once the plan is completed and the student is approved by the SEPBC chair, the student should complete a Remediation Plan Completion Summary which, along with additional information provided as needed, will be presented to the SEPBC. The student will be offered the opportunity to speak to the committee. After reviewing the materials and meeting with the student (if desired), the committee will vote to determine the outcome. Potential outcomes include successfully completed plan, a plan extension, or a plan failure. A plan extension will typically be used in situations where progress has occurred, but minor improvement is still needed. Failure to improve or minimal improvement may result in a failure. If a student fails a remediation plan, the SEPBC will review the student and the situation and determine the next steps. The SEPBC may decide to place the student on a probation plan or to refer the student to the Student Promotions Committee.

PSYD STUDENT INTERNAL GRIEVANCE POLICY **(SEE ACADEMIC CATALOG FOR INSTITUTIONAL GRIEVANCE POLICY)**

When a student has a concern about a PSYD faculty member, staff member, or fellow student, the following steps should be taken:

1. The concerned individual should talk with the other party directly about the concern. Ideally, the concern will be able to be resolved informally.
2. The concerned individual should report the concern to their academic advisor or another trusted faculty member. The academic advisor will discuss the situation with the student, assist with identifying options and problem-solving. The student will keep the advisor updated as they implement the identified plan. If the situation is not resolved or is determined to be at a level of severity that requires more formal review or involvement, it will proceed to step 3. Students are welcome to speak to their advisor or another faculty member before completing step 1, but the faculty member will likely problem solve regarding completing step 1 first.
3. Report the situation to the Director. The director will speak with the involved parties and get more information about the situation. The Director may consult with others as is deemed helpful and/or necessary. A decision will be made as to whether or not action is needed. If so, and the concern is about another student, faculty and Director will determine if the student should be referred to the SEPBC. If a decision is made to refer the student to the SEPBC, the "Student Review Request Form" will be completed and submitted to the Chair of the SEPBC. If not referring to the SESC, the involved parties will identify a plan for resolving the situation. If the concern is about a faculty or staff member and action is needed, the Director will identify a plan for improvement if appropriate. If the concern is about the Director, report at this level should go to the Dean of SBBS. If the

situation is to be reviewed by others, a summary of the information gained prior to the request for review will be compiled and submitted to the identified parties (e.g., SEPBC or Dean).

4. Students also frequently have informal conversations with the Director. If the student is attempting to discuss a matter with the Director as part of a Grievance, the student is expected to set up a meeting and clearly label the concern as a grievance.
5. If an action plan is utilized, the Director, Dean, or SEPBC will monitor the implementation of the plan.

Students should be aware that due to privacy issues, they will probably not be informed of the details or outcome of the plan. The Director or Associate Dean will communicate with the student at an appropriate level throughout the process.

INSTITUTIONAL POLICIES AND RESOURCES

Students are expected to read and follow all information included in the Academic Catalog in addition to the program's specific information.

NON-DISCRIMINATION POLICY

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

ATTENDANCE POLICY

RATIONALE

Graduate learning is a dynamic process that relies heavily upon classroom experience. Classroom learning builds upon the information included in the required readings through instructor lecture and class participation, including both discussion and the opportunity to ask questions. The PsyD Program believes that out of class experiences are not equivalent to the in class learning experience. Therefore, attendance to classes is mandatory. Further highlighting the importance of class attendance and participation, graduate classes typically only meet once a week. Absences can result in the student missing important information and falling behind very quickly. Additionally, attendance and punctuality are considered essential to competence in health service provider in psychology experiences, including both clinical training and future professional activities. In an attempt to protect student learning and promote professionalism, the PHSU St. Louis PsyD program has developed the following attendance policy. Please note, if you are experiencing chronic, extreme, or overwhelming stress or circumstances, you are encouraged to communicate with the program so that we can support you and assist with problem-solving.

PHSU PSYD PROGRAM ATTENDANCE EXPECTATIONS

Students are expected to attend all classes, to arrive on time, and to remain for the entirety of the class.

If a student is aware that they will need to arrive late or leave early, they are expected to communicate this to the professor in advance of the class via email. If communication in advance is not feasible, the student is expected to communicate with the professor as soon as possible.

TYPES OF ABSENCES

If a student needs to miss a standard class, they should send an email to the instructor, Dr. Ferrahs Abdelbaset, fabdelbaset@psm.edu, and Sammy Sanchez, jecsanchez@psm.edu. Emails should be sent in advance of the class. Advanced notice is expected when feasible. If communication in advance is not possible, the student is expected to communicate as soon as possible. Communication greater than 24 hours after the missed class should only occur in emergency situations that prevent the student from being able to access communication devices.

Student absences will be categorized as either excused or unexcused, following the descriptions below. Dr. Abdelbaset will be responsible for determining absence type for standard class periods and will inform the student and the instructor regarding the type of absence.

Please note that students are responsible for familiarity with the material covered during the missed class, regardless of absence type. Additionally, faculty are not expected to repeat class activities for students.

EXCUSED ABSENCES

The PsyD program recognizes that there are times when students will not be able to attend class due to unavoidable or uncontrollable reasons. Excused absences will not have a negative impact on a student's participation or attendance grade and infrequent excused absences will not result in removal from the class. Students should contact the professor to notify them of the absence and to



plan for make-up assignments or exams, if relevant, at the earliest opportunity. In order to receive an excused absence, the student must:

1. Communicate with the Professor, Dr. Abdelbaset, and Sammy Sanchez about the absence promptly, consistent with the standards above (e.g., before class).
2. Provide documentation of the need for the absence.
Examples of events that are eligible for excused absences include
 - a. Illness or injury of self or individual that requires care
 - b. Jury service
 - c. Academic requirement that *can't be completed at another time* must be verified by Program Director or Practicum Coordinator
 - d. Funeral attendance
 - e. Military duties or deployment
 - f. Religious holidays that *require* abstaining from activities
 - g. Car difficulties preventing transportation to class (however, if known in advance, students are encouraged to arrange alternative transportation)

If you are unsure of whether an event would be eligible for an excused absence or not, please contact Dr. Abdelbaset and/or Sammy Sanchez.

UNEXCUSED ABSENCES

The PsyD program recognizes that everyone has relationships, commitments, and interests beyond the program. At times, students may choose to prioritize an outside activity over a class commitment. If a student makes a choice to take an unexcused absence, they must still communicate with the professor about the absence. Students do not need to provide an explanation for an unexcused absence, but they may choose to do so. Unexcused absences may result in the loss of points for the class period (see specific class syllabi). Students are especially encouraged to attend class periods during which exams are administered and/or assignments are due. If a student is aware in advance that an unexcused absence will be occurring during a class period with an exam or assignment due, the student should contact the professor as early as possible. Extensions will typically not be provided for assignments that occur on the date of an unexcused absence. Students should submit their assignment as intended or accept the class late submission policy. The student may be given the opportunity to take the exam on a different date if communication occurs with the professor in advance. Last minute occurrence of an unexcused absence on an exam date will result in a deduction of points or a score of 0 for the exam. Examples of events that might warrant unexcused absences include weddings, family vacations or reunions, and outside employment.

ADMINISTRATIVE WITHDRAWALS

Participation in class is needed for a student to maintain attendance. Administrative withdrawals will occur when students are not participating at the expected level. Specifically, administrative withdrawals will occur in the following situations:

- Students demonstrate no academic activity for the course within the first two weeks of the class
- A student does not comply with at least 50% of the course criteria, as specified in the syllabus
- A student doesn't comply with the fees and payment arrangements made

Please note that administrative withdrawals can only be performed up until the last date of withdrawal per the Academic Calendar



PROCESS

Individuals should email the instructor, Dr. Abdelbaset, and Sammy Sanchez about absences. Do not attempt to communicate the message verbally. Students and course instructors will be informed regarding the absence type. If a student disagrees with the decision made by Dr. Abdelbaset, they should communicate their concerns to him. If the student remains dissatisfied with the decision made after communication, the student has the option to appeal.

COURSE DESCRIPTION

- PSY 5110 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.
- PSY 5120 Neuroanatomy Laboratory. (2 credits) To be taken concomitantly with PSY 5110.
- The laboratory experience will allow the student to observe the morphological characteristics of the CNS including the spinal cord and its projections, the cranial nerves, the brain stem, and peripheral vasculature of the brain. The student will observe the internal structure of the brain while such information is provided through PSY 5110. Special attention will be given to those hypothalamic, limbic, and cortical zones that sub-serve the major neurocognitive and neurobehavioral functions.
- PSY 5140 Neurobiology and Psychology of Emotion and Motivation (2 credits)
- This course explores the basic dimensions involved in the understanding of emotional processes: neurobiological, cognitive/psychological, and social. It begins with an analysis of the neural structures that underlie and subserve emotional processes. Once this information is mastered, the student is exposed to the main psychological theories that explain the interaction between appraisal of external situations and the biological (emotional) reactions to the nervous system to such evaluations. The classical as well as the contemporary theories of emotion will be explored. The course also explores the neurobiology of motivation and the behavioral manifestations of motivated behavior. The main psychological theories of motivation are explored within a historical perspective. The course will also address the clinical application of the research and theories discussed.
- PSY 5150 Human Growth and Development (3 credits)
- 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.



PSY 5180 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.

PSY 5220 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.

PSY 5230 Cognitive Psychology (3 Credits)

The study of the diverse psychological systems that allows the human being to gather information/knowledge from his/her internal and external world is the main focus of this course. The psychology of sensation, perception, cognition, psycholinguistic and information processing provide the experimental and theoretical background to the study of the following topics: attention, thinking, problem solving, language and memory. The student is exposed to the main concepts of each area, to the main research methods utilized to examine hypothesis and to the practical application for clinical practice of such body of knowledge.

PSY 5270 History of Psychological Thought (2 Credits)

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

PSY 5410 Fundamentals of Clinical Psychopathology (2 credits)

This course provides the foundation for the 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.

PSY 5730 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.

PSY 5810 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.



PSY 5820 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.

PSY 6200 Applied Research for Psychologists (2 credits)

This course will provide the foundation for the acquisition of practical research skills. The course expands from the selection of a definable problem, through the literature search, to the elaboration of hypothesis and initial methodological considerations. After learning about the basic principles and the specific steps utilized to conduct applied psychological research, students will be able to write the introductory section of their research project.

PSY 6230 Qualitative/Quantitative Methodology and Descriptive Statistics (3 Credits) Prerequisite: PSY 6200

As a continuation of PSY 6200, the student will obtain a more detailed exposure to psychological research methods through this course. Qualitative and quantitative approaches will be compared. The type of statistics applicable to the analysis of data obtained from these methods is discussed. The students will utilize statistical computer programs to process data and obtain statistical values. By the end of the course the student will be able to write the methodology section of his/her research project.

PSY 6250 Test Construction (2 credits)

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

PSY 6450 Mood and Anxiety Disorders (3 credits) Prerequisite: PSY 5410

This course focuses on 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.

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

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.

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

After exploring some of the basic theoretical and psychometric issues surrounding the *Intelligence* construct, the course will examine the evaluation of intelligence and other cognitive functions and academic achievement. Through this course and its concurrent Cognitive Assessment Practicum, the student will acquire the necessary skills to administer these tests and other psychometric instruments ethically and competently. The course will also concentrate on the scientific method of hypothesis generation, on the type of inferences that may be drawn from these tests and on the different models of data interpretation available through the scientific psychometric literature.

PSY 6570 Objective Assessment of Personality (3 Credits)
Prerequisite PSY 6520 & PSY 6580 or taken concurrently

The different types of Objective Personality tests have made a significant impact on the practice of Professional Psychology 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.

PSY 6580 Projective Assessment of Personality (2 Credits)
Prerequisites: PSY 5220 & 5410

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.

PSY 6600 Behavior Modification: Theory and Practice (2 credits)

This course's main goal is the development of an advanced understanding of the multiple ways in which behavior may be altered through interactions with the environment. Students will obtain a solid working knowledge of behavioral principles as they apply to real life contexts and to clinical settings. The course will introduce the student to the different theoretical approaches to the field. Students will learn the principles of Applied Behavioral Analysis. By the end of the course the student will be able to design a behavior modification program for a particular problem or situation.

PSY 6620 Cognitive and Cognitive-Behavioral Therapy (2 Credits)

CBT has become one of the main therapeutic approaches utilized by professional psychologists. Backed by an impressive body of scientific research, CBT serves as the intervention backbone for many other subspecialties in the field of Clinical Psychology including Health Psychology, 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.

PSY 6670 Short-Term Psychotherapy (2 Credits)

Short-term psychotherapy (brief psychotherapy, time-limited psychotherapy) is based on a variety of philosophical perspectives, but all share the emphasis on the practicality of rapid conflict resolution. During the course, we will include several of these approaches to short-term psychotherapy in the belief that effective psychotherapy must have two components. First, the therapist must be knowledgeable and skilled in the techniques. Second, the therapist must have a varied armamentarium to match the approach to the patient's specific needs.

PSY 6810 Cognitive Assessment Practicum. (0 credits) (30 hrs.)
To be taken concomitantly with PSY 6520.

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

PSY 6830 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.

PSY 6850 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.

PSY 6860 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.

PSY 6870 Psychotherapy Seminar (1 credit)

This course is designed to provide students with a basic understanding of the most common clinical interventions. Students will have an opportunity to observe and practice interview and listening skills; rapport building strategies; mental status exam and suicide assessment skills.

PSY 6880 Practicum Projective Personality Assessment (0 credits) (30 hrs.)

To be taken concomitantly with PSY 6580.

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.

PSY 7170 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.

PSY 7190 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.



PSY 7200 Introduction to Professional Writing (1 credit)

Communication skills, including writing, are essential in the field of clinical psychology. This course is intended to inform students of common expectations for academic and professional writing while in the program. Although specific expectations will vary by instructor, supervisor, and setting, this course will introduce students to common written communication practices. The course will provide a review of foundational writing expectations (e.g., grammar and punctuation), an introduction to APA style, and discuss the organization and communication of ideas. Additionally, writing expectations for specific purposes, such as abstracts, presentations, and emails will be discussed. Students will receive feedback on their current writing skills and suggestions for improvement.

PSY 7240 Research Practicum: Data Collection and Data Analysis (0 credits).
To be taken concomitantly with PSY 6230

This practicum will help students to develop the skills needed to analyze data utilizing descriptive and inferential statistical techniques such as Chi-square, Correlation techniques, Student t-test, Analysis of Variance, and other techniques, according to their particular type of research projects. Through this practicum, the student will learn to use SPSS and other software designed to analyze quantitative and qualitative data.

PSY 7310 Racial, Ethnic, and Cultural Diversity (3 credits)

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

PSY 7470 Personality and Psychotic Disorders (3 credits)
Prerequisite: PSY 6450

Through this course the student will be guided through the 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.



PSY 7660 Group Processes and Group Psychotherapy (2 Credits)

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

PSY 7670 Family Therapy and Systemic Intervention (2 Credits)

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

PSY 7720 Program Development and Administration in Mental Health. (2 Credits)

Students will select a problem, a need, or a social issue that they want to address through some type of action program or project. Throughout the course, the student will learn how to define the problem so that a clear mission is articulated, how to write objectives and how to design the type of program that needs to be developed to address the particular need or interest. Students will be exposed to modern organizational and leadership theories. The financial implications of the project will be explored as the student learns the basics of budgeting, identifying funding sources and the utilization of Management Information Systems. The student will incorporate these models to their particular project, according to the format for program development to be provided.

PSY 7730 Supervision and Consultation (3 credits)

This course explores the historical context and the philosophy of supervision. It analyzes the major supervision models and their application to psychotherapeutic and educational/training settings. The differences between the supervisor and consultant role will be explored in the context of the relationship with the supervisee and the consultee. Most common consultation settings for psychologists such as schools and organizations will be emphasized, exploring contemporary strategies and techniques such as coaching and mediation. Other work related to supervision and consultation may be required depending upon the opportunities available in the community and with different organizations.

PSY 7810 General Clinical Practicum (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.



PSY 7860 General Clinical Practice: Integration I (0 credits) (250 hrs.)
Prerequisite: PSY 6850 & 6830

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.

PSY 7870 General Clinical Practice: Integration II (0 credits) (250 hrs.)
Prerequisite PSY 7860

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.

PSY 8000 Independent Study (up to 6 credits per project)

The student will be able to explore a particular area of scientific and professional psychology under the supervision of one of the program's professors. The nature and 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.

PSY 8140 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.

PSY 8180 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.



PSY 8210	<p>Doctoral Dissertation Proposal (0 credits)</p> <p>Students will register in PSY 8210 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.</p>
PSY 8260	<p>Doctoral Dissertation (0 Credits)</p> <p>Students will register for PSY 8260 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.</p>
PSY 8320	<p>Social Bases of Behavior (3 credits)</p> <p>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 study, particularly Clinical Psychology. Special emphasis will be placed on philosophical, cultural, economic, and sociopolitical elements that have influenced its transformation through history. The study of Social Psychology is essential for the understanding of individual and collective phenomena, which is an indispensable tool for mental health professionals.</p>
PSY 8420	<p>Trauma and Recovery: Adult Psychopathology and Treatment (2 Credits)</p> <p>The goal of this course is to lay a theoretical foundation of trauma psychopathology and treatment, with a focus on adult psychopathology. To this end, students in this course will (1) Examine trauma-related diagnostic criteria for adults, with an emphasis on PTSD; (2) Review the prevalence rates of trauma and PTSD; (2) Examine theoretical models of trauma psychopathology, with a focus on presentations in adulthood; (3) Develop familiarity with the treatments for adults derived from these models; and 4) Consider the role of diversity and cultural issues in the experiences of victimization and its impact.</p>
PSY 8510	<p>Neuropsychological Assessment (3 credits)</p> <p>Prerequisite: PSY 5110, PSY 6520, and PSY 6580</p> <p>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.</p>



PSY 8610 Attachment: Theory and Clinical Application (2 credits)

The main goal of this course is to introduce students to the field of Attachment Theory and to consider the clinical implication, application, and utility of its concepts. Through a blend of original sources, historical and current research, and clinical theory, the student will be introduced to the major tenets of the theory and its relevance to clinical work. Through reflection, lectures, discussion, presentations, and research papers, students will have the opportunity to interrogate the cultural assumptions of the theory, consider normative and atypical development and risk, learn how to assess attachment, and consider different clinical interpretations and use of the theory.

PSY 8800 Eating Disorders: Theories and Intervention (2 credits)

The main goal of this course is to provide a broad view of issues involving eating disorders and the role psychologists take in the prevention, diagnosis, conceptualization, and treatment of the pathology. The student will be exposed to theory, research, practice, professional issues, challenges, and advocacy about the community who has this background. Through lectures, videos, guest speakers, and group reflections, students will learn about themes such as: fat phobia, weight stigma, interdisciplinary care, and eating disorders in underrepresented populations.

PSY 8810 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.

PSY 8820 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.

PSY 8830 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.



PSY 8840	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.
PSY 8850	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.
PSY 8860	Advanced Clinical Practicum VI (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.
PSY 8870	Advanced Clinical Practicum VIII (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.
PSY 8900	Clinical Trials of Clinical Psychology Treatments (2 Credits)	The course examines clinical trials of clinical psychology treatment paradigms (e.g., behavioral therapy compared to mindfulness-based cognitive therapy), specific treatment mechanisms (e.g., the efficacy of specific cognitive restructuring techniques), effects of treatment on different populations/subpopulations (e.g., type of disorder/condition, culture, socioeconomic status, sex/gender), and the influence of individual difference characteristics of the therapist and client, and how these characteristics are found to interact with other factors (e.g., treatment approaches). This class does not teach clinical techniques but rather examines the research literature that evaluates which treatment approaches and specific techniques appear to work the best for a given client from a given population. The professor intends to model and promote "unbiased" evaluation of clinical trial findings, with an emphasis on meta-analyses and systematic reviews of multiple trials. Statistics and research design issues will be reviewed and expanded upon to aid in understanding clinical trials and meta-analyses. Critical scientific thinking (e.g., understanding issues that might limit the endorsement of study conclusions) will be modeled and taught to better enable the student to reach their own tentative conclusions based on the empirical literature.



PSY 8890 Advanced Clinical Practicum VIII (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.

PSY 9000 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 at multiple system's levels (e.g. Individual, patient-clinician, healthcare system, etc.).

