

CATALOG

2017-2020



**PONCE HEALTH
SCIENCES UNIVERSITY**

OTHER RELEVANT INFO OR SCHOOL TAGLINE

EQUAL EDUCATIONAL OPPORTUNITY POLICY

The Ponce Health Sciences University (PHSU), as an educational institution and as an employer, values equality of opportunity, human dignity and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment 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 programs and activities. This is a commitment made by the PHSU and is in accordance with federal, state and/or local laws and regulations.

Revised: 2017

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General Information

History

The Ponce Health Sciences, University is an institution of academic excellence located in Ponce, a city on the southern coast of the tropical island of Puerto Rico.

The institution was founded in 1977 by the Catholic University of Puerto Rico. Two years later, the University decided to phase out the barely established medical program. In January 1980, the Ponce Medical School Foundation, Inc., assumed responsibility for the school's operation. Ponce School of Medicine graduated its first class of 23 students in 1981. Since then, it has operated uninterruptedly and has graduated more than one thousand health professionals.

It offers five doctoral programs: Medical Education Program (MD); PhD Program in Biomedical Sciences; Doctoral Programs in Clinical Psychology (PsyD and PhD); and the Doctoral Program in Public Health in Epidemiology. The Program in Clinical Psychology also offers two professional certificates, the Certificate in Couples and Family Therapy and the Postgraduate Certificate in Neuroscience of Learning and a Master of Science degree in School/Clinical Psychology with specializations in Neuropsychology or Neuroscience of Learning. The Public Health Program also grants master degrees in general public health, epidemiology and environmental health. Recently (2014) the University incorporated a Master of Science in Medical Sciences (MSMS) for those students who want to supplement the undergraduate record with an enhanced science preparation in order to be eligible for admission to any of the health professions, including medicine.

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

PHSU Wellness Center, an intramural multispecialty ambulatory healthcare center, was inaugurated in 2001. It also serves as a teaching site for clinical clerkships.

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

The institution was chosen by the Federal Department of Health and Human Services, Office of the National Coordinator for Health Information Technology, to operate one of 62 Regional Extension Centers (RECs) in the United States, in order to help primary care physicians successfully adopt and implement health information technology.

Ponce School of Medicine and Health Sciences was acquired by Arist Corporation in September 2014, to operate Ponce Health Sciences University. Unique in mission but global in its vision, Arist is developing a

global network of affiliated health sciences universities and related institutions that are driven by a common and unrelenting commitment to superior student preparation that leads to excellent patient care and discoveries that improve the human condition.

Accreditation

Licensure and Accreditation

Puerto Rico State License:

Ponce Health Sciences University (PHSU) is licensed by the Puerto Rico Council of Education (CEPR) to operate the institution in Puerto Rico. The next site visit for the renewal of the license is scheduled for 2024.

Contact Information:

Consejo de Educación de Puerto Rico

Ave. Ponce de León 268

Edificio Hato Rey Center Piso 15

PO BOX 19900

San Juan PR 00910-1900

Phone: (787) 641-7100

Fax: (787) 641-2573

Web: www.cepr.org

Institutional Accreditation:

The institution is accredited by the Middle States Commission on Higher Education (MS-CHE), the regional accreditor for institutions of higher education in Puerto Rico. The next accreditation visit is scheduled for 2017-2018.

Contact Information:

Middle States Commission on Higher Education

3624 Market Street, 2nd Floor West

Philadelphia, PA 19104-2680

Phone: (267) 284-5000

Fax: (215) 662-5501

Web: www.msche.org

Programmatic Accreditations:

The Medicine Doctoral (MD) Program is accredited by the Liaison Committee on Medical Education (LCME). The next site visit is scheduled for 2016.

Contact Information:

Liaison Committee on Medical Education

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

Liaison Committee on Medical Education

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

The Public Health Programs (MPH and DrPH) are accredited by the Council on Education for Public Health (CEPH). The next accreditation site visit is scheduled by 2018.

Contact Information:

Council on Education for Public Health

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

The PhD Clinical Psychology Program is accredited by the American Psychological Association (APA). The next accreditation visit is scheduled for 2018. The PsyD Clinical Psychology Program is accredited by the American Psychological Association (APA). The next accreditation visit is scheduled for 2021.

Contact Information:

American Psychological Association

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

Specialized Accreditations

The Psychiatric Residency Program, located at PHSU Wellness Center, is accredited by the Accreditation Council of Graduate Medical Education (ACGME). The next accreditation site visit is scheduled for 2018.

Contact Information:

Accreditation Council of Graduate Medical Education

Accreditation Council for Graduate Medical Education
515 North State Street, Suite 2000
Chicago, IL 60654
Telephone: 312.755.5000
Fax: 312.755.7498
Web: <https://www.acgme.org>

The Continuing Medical Education Program is accredited by the Accreditation Council for Continuing Medical Education (ACCME). The next evaluation is scheduled for 2018.

Contact Information:
Accreditation Council for Continuing Medical Education
515 N. State Street Suite 1801
Chicago, IL 60654
Phone :(312) 527-9200
Web: www.accme.org

Affiliated Institutions

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

- Ashford Presbyterian Community Hospital, San Juan
- Bella Vista Hospital, Mayaguez
- Centro Médico Menonita, Cayey
- Clínica Castañer, Adjuntas
- Costa Salud 330 Clinic (Rincon & Aguada)
- Damas Hospital, Ponce
- HIMA Hospital, Bayamón
- HIMA Hospital, Caguas
- Hospital Buen Samaritano, Aguadilla
- Hospital El Maestro, San Juan
- Hospital Episcopal San Lucas- Guayama
- Hospital Episcopal San Lucas, Ponce
- Hospital General Castañer, Lares
- Hospital General Menonita de Aibonito
- La Concepción Hospital, San German
- Manatí Medical Center, Manatí

- Mayaguez Medical Center, Mayaguez
- Med Centro Ambulatory Center - (Ponce, Peñuelas, Villalba, Juana Díaz)
- Metro Pavia - Hospital Metropolitano Dr. Pila, Ponce
- Metro - Pavia Hospital, Yauco
- Migrant Health System Clinics - Mayaguez, Guanica, San Sebastian, Lajas, Yauco, Maricao, Morovis, Isabela
- PHSU Wellness Center, Ponce
- PR Children's Hospital, Bayamón
- San Cristobal Ambulatory Clinics, Ponce
- San Cristobal Hospital, Ponce
- San Jorge Children's Hospital, Santurce
- San Juan Capestrano Hospital, San Juan
- Urban Health System, Bronx, NY*
- VA Caribbean - Mayaguez Outpatient Clinic, Mayaguez
- VA Caribbean - Ponce Outpatient Clinic, Mayaguez
- VA Caribbean Healthcare System
- Wyckoff Medical Center, Brooklyn, NY

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

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

- Psiquiátrico Forense, ASSMCA Hospital
- Servicios Comunitarios Vida Plena Center
- Servicios Psicológicos Raigambre Center
- Sister Isolina Ferre Center – Ponce
- Social Attitude Institute
- Unidad Psiquiátrica y de Hospitalización de Adolescentes, ASSMCA

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

- Administración de Instituciones Juveniles
- Agencia de Protección Ambiental
- Ana G. Mendez
- ARMY Medical Center
- Ashford Presbyterian Community Hospital - El Presby
- ASSMCA
- Catholic Medical Mission Board
- CDI Laboratories
- Centro Integral Multidisciplinario de Aibonito
- Centro Madre Dominga Belén
- CDC) / Hospital Episcopal San Lucas
- Centro Ponceño de Autismo
- Centro Sor Isolina Ferré
- Coalition of Coalitions for the Homeless People Inc.
- Consejo Renal de Puerto Rico
- Correctional Health Services
- Cruz Roja Americana – Capítulo de Puerto Rico
- Departamento de Salud, San Juan, Puerto Rico Centro de Preparación en Bioseguridad
- Departamento del Trabajo
- Duke University
- Environmental Protection Agency -EPA
- Facultad de Medicina de la Universidad de la Frontera (Chile)
- FDA – Puerto Rico
- Florida Hospital
- Forensic Institute
- Fundación Acción Social, El Shaddai, Inc.
- George Washington University – Washington DC
- Hospital Bella Vista, Inc.
- Hospital Buen Samaritano
- Hospital de la Concepción
- Hospital Episcopal San Lucas, Ponce

- Hospital General Menonita Aibonito
- Hospital Metropolitano Cabo Rojo
- Hospital Metropolitano Dr. Pila – Ponce
- Hospital Metropolitano Dr. Tito Mattei
- Hospital San Cristobal – Ponce
- Institute for Family Health
- Instituto de Ciencias Forenses del Estado Libre Asociado de Puerto Rico – San Juan
- Madre Tierra Atabey – Peñuelas
- MED Centro – Ponce
- National Institutes of Health, Clinical Center, Social Work Dept. – Washington DC
- Naval Medical Center
- Puerto Rico Hospital Association
- Recinto Ciencias Médicas – UPR, San Juan
- Renal Dialysis Association – San Juan & Mayaguez
- San Juan Arthritis and research center – San Juan
- Universidad de California MEE Memorial Hospital
- Universidad Interamericana de PR – San Juan
- UIPR – CECIA – San Germán
- University of New Mexico Hospital

Mission Statements and Goals

Mission

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

Vision

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

Goals

- To continue its commitment to excellence in educational achievement by recruiting outstanding diverse students and faculty and providing the appropriate resources for the development of high quality academic programs.
- To expand its academic and professional educational offerings to include other health related fields.

- To enhance recognition of the institution’s commitment to excellence in basic and clinical research, scholarship and creative pursuits, supporting existing investigators and recruiting new highly qualified researchers.
- To expand and improve its high quality medical, mental health, diagnostic and therapeutic services.
- To continue to be an institution that prepares ethical professionals and scientists that contribute to society in general and to Puerto Rico in particular.

Governance

Board of Directors

Secretary	Guillermo Picó, JD
Member	Charles P. Rose, JD
Member	Daniel Pianko, MBA
Member	Gregg Rosenthal, MBA
Member	Ryan Craig, JD
Member	Lorenzo Dragoni, BSME
Member	Javier Cerra-Fernandez, MD
Member	Ramón Torres, DBA
Member	Andreas Charalambous, PhD
Ex-Officio Member	David Lenihan, PhD

Administration

Principal Administrators

President and Chief Executive Officer	David Lenihan, PhD, DC, JD
Chief Financial Officer	Carlos Rojas, MBA
Chief Strategy Officer & Special Assistant of the President	Israel Alexander Ruiz, JD
Provost/Vice President for Academic Affairs	José A. Torres-Ruiz, PhD
Vice President for Student Affairs	Emil Ruiz, BA
Vice President for Marketing and Enrollment	George Shipley

Vice President of Finance	Bethzaida Cruz, MBA, CPA
Chief Compliance Officer	Waleska Murphy, JD
Dean of Research & President of the Ponce Research	Kenira Thompson, PhD
Dean of the School of Medicine	Olga Rodríguez, MD
Dean of Education and Health Sciences	Gladys E. Pereles, EdD
Dean for the School of Behavioral and Brain Sciences (Interim)	Nydia Ortiz, PhD
Dean of Clinical Operations	Pedro Castaing, MD
Associate Dean for Faculty and Clinical Affairs	Lillian Rivera, MD
Associate Dean for Medical Education	Georgina Aguirre, MD
Associate Dean for Public Health	Vivian Green, PhD
Associate Dean for Doctoral Biomedical Science Program	Vanessa Rivera Amil, PhD
Assistant Dean for International Students	Anibal Torres, MD
Assistant Dean for the Master in Science in Medical Sciences	Darah Fontanez, PhD
Assistant Dean of Curriculum & Faculty Development	Elizabeth Rivera-Mateo, EdD
Assistant Dean of Clinical Training in Psychology	María Garrido, PhD
Chair of Department of Basic Sciences	Richard Noel, PhD
Director of Ambulatory Center for Medical Research	Elizabeth Barranco, MD
Director of Continuing Medical Education	Israel Alex Ruiz, JD
Director of the Library	Carmen Malavet, MLS
Comptroller	Clarimir Castro, MBA
Budget Director	Eneida Castro, MBA
Director of Purchasing	Carmen Arroyo, BBA
Admissions Officer	Maria Colón
Financial Aid Manager	Myriam Gaud, BBA
Director of the Registrar Office	Maria Elena Torres

Department Directors/Clinical Coordinator

Basic Science Directors

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

Clinical Sciences Directors

Emergency Medicine	Carlos García Gubern, MD
Family and Community Medicine	Muñeca Rivera, MD
Medicine	Miguel Magraner, MD
Obstetrics-Gynecology	Manuel Martinez, MD
Pediatrics	Yvonne Blasini, MD
Psychiatry	Pedro Castaing, MD
Surgery	Anibal Torres, MD

Inter Departmental Programs/Divisions Directors

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

Misrepresentation

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

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

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

Academic Information

Admission to the University

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

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

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

Immunization Policy

Ponce Health Sciences University (PHSU) adheres to the CDC norms on adult immunization. The Office of Student Affairs is responsible for maintaining the documentation of student immunization and PPD status. The school of medicine requires annual tuberculin (intradermal) testing for actively enrolled students. Immunization requirements are:

- **Hepatitis B:** All medical students are required to have been immunized against Hepatitis B. Such immunization consists of a series of three injections that should be completed prior to or as soon as possible after matriculation. Students who are not in compliance may be barred from participation in clinical activities at the discretion of the Dean's Office.
- **Rubella:** Rubella immunity via history or documented vaccine or serological titer is required before a student will be allowed to participate in clinical activities.

- Rubeola: Rubeola immunization is required for all students born after 1957. Students must provide physician documentation of receipt of two doses of vaccine or serologic evidence of immunity before a student will be allowed to participate in clinical activities.
- Mumps: Mumps immunization is required. A physician documented history of immunization or documented evidence for immunity (serologic titers) is required before a student will be allowed to participate in clinical activities.

**Rubella, Rubeola and Mumps requirement is filled by 2 doses of MMR at least on year apart.*

- Polio, Tetanus, Diphtheria: Students should be current in immunization against polio, tetanus and diphtheria. It is required before a student will be allowed to participate in clinical activities.
- Varicella: Students with a history of varicella should have it documented. Students without a history of varicella must have a titer for varicella antibody determined. Students with a negative titer are recommended to undergo varicella immunization. Non-immune students will not be permitted on some clinical services specifically Pediatrics.

PHSU requires annual tuberculin (intra dermal) testing for actively enrolled students. Evaluation and management of medical students with positive tests or those whose test becomes positive during medical school will be evaluated through the PHSU outpatient clinic.

Students in the third and fourth year should have the influenza vaccine before entering the clinical clerkships. It will be available at a reasonable cost at PHSU Outpatient Clinic.

These requirements may vary according to CDC and the Advisory Committee on Immunization practices and Centers of Disease Control (CDC) recommendation.

Readmissions

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

PHSU will consider for readmission students who voluntarily withdrew from the program for medical or personal reasons and were in good standing or Satisfactory Academic Progress at the time of the withdrawal.

The application for readmission will be submitted to the Admissions Office. Applicants must meet all requirements at the time of application for readmission. After evaluation by the Admission Committee, the candidate may be:

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

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

Registration

Students of the Medicine, Biomedical Sciences and Clinical Psychology Programs of Ponce Health Sciences University register twice a year, in June/July and December/January. Registration for Public Health students and the Professional Certificate in Family and Couples Therapy takes place by trimesters.

Students who have demonstrated satisfactory academic progress, have completed the official procedures of enrollment and have fulfilled the requirements of tuition and fees are authorized to attend classes, laboratories and clerkships. Satisfactory Academic Progress embraces both concepts of an acceptable time table for completion of the program of studies and the minimally accepted standards of performance.

Student Classification/Status

Academic Classification

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

Student Status (full-time or half-time)

A student with six or more credits per semester/trimester will be considered a full-time student. A student with three to five credits per semester/trimester will be considered a half-time student and a student with less 3 credits will be considered a less than half time student.

Student Classification for Tuition Purposes

Resident Students of P.R. - must have legal residence in P.R. two years prior to entering PHSU. Students must show evidence of income tax filing to the Commonwealth of PR for two consecutive years. In the case of dependent individuals, parents or tutor evidence of income tax filing could be acceptable.

Non-Resident Students are those students with United States citizenship who are not legal residents of PR.

Foreign Students are those Students without United States Citizenship who come to USA for purpose of studying. Foreign students must pay non-resident tuition rates.

Special Classification for Medical Students

Students on special academic activities (SSAA) - Students who are authorized by PHSU to engage in academic activities outside the University, such as special research projects.

Students on independent studies (SIS)- Students who are authorized to spend up to one semester taking special courses to prepare themselves for the next level of studies.

Cross Registration

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

A maximum of credit hours for cross registration is determined by the Program Director based on the maximum free elective courses in the Program's curriculum.

The student must be a regular student in his/her Program and in satisfactory academic progress to be able to benefit from cross registration.

The process to be followed is:

1. Student must submit a written request to his/her Program Director with the intention with evidence of his/her status as regular student and satisfactory academic progress.
2. The Program Director will consult with the other Program Director to receive authorization.
3. The primary Program Director will submit a written request to the Vice President of Academic Affairs for approval or disapproval. If it is approved, copy of the approval will be sent to the Registrar's and Financial Aid Office.
4. The Program Director will inform the student of the decision.

Transfer of Credits

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

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

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

It is the responsibility of the student to facilitate the official catalog and transcript from the institution on which the courses were taken. Only original transcripts are accepted and must be sent directly from the University of Origin to the Registrar's Office of PHSU. Only graduate courses from institutions accredited by the Puerto Rico Council of Education (PR-CE) or by a regionally accrediting agency (MSCHE or equivalent) are eligible for transfer of credits.

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

Doctor in Medicine Program

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

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

Biomedical Sciences Program

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

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

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

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

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

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

Master of Science in Medical Sciences Transfer Credits Policy

Purpose:

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

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

Policy:

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

The procedure to achieve this is the following:

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

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

Clinical Psychology Programs

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

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

1. Graduate courses need to be relevant to the field of Clinical/Professional Psychology
2. The requested courses were passed with at least a B grade.
3. The students can demonstrate in an objective manner or through formal written and/or oral examination that they possess the knowledge and skills expected from the courses.

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

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

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

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

- PSY 522 Psychology of Personality
- PSY 515 Human Growth and Development
- PSY 523 Cognitive Psychology
- PSY 541 Fundamentals of Clinical Psychopathology
- PSY 511 Fundamentals of Neuroscience
- PSY 512 Neuroanatomy Laboratory
- PSY 645 Mood and Anxiety Disorders
- PSY 658 Projective Assessment of Personality
- PSY 667 Short-Term Psychotherapy
- PSY 662 Cognitive and Cognitive Behavioral Therapy
- PSY 747 Personality and Psychotic Disorders
- PSY 818 Clinical Health Psychology

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

Public Health Program

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

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

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

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

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

Administration Annotation and Grading System

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

P	Pass	
NP	Not Pass	
IP	In Progress	Applies only to Dissertation/Thesis and Field Works
E	Extended	Applies only to Internship and Field Works
I	Incomplete	
W	Withdrawal	
AW	Administrative Withdrawal	
D	Dismissal	
R	Repeated	Modifier to another grade

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

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

Change of Grade

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

Removal of incomplete grade: An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the “I” (Incomplete) by the following semester or an administrative “F” will replace it. A clerical error made by the Professor or Registrar.

When fraud or unethical conduct by the student has been proven in the obtainment of the grade.

A student who wishes to appeal a grade must do so within thirty (30) calendar days of its award. At the end of each semester/trimester a copy of the student’s grades will be sent to the address indicated on the student’s registration form.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: <http://psm.edu>

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

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

Change in Tuition Cost

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

Policies

Academic Integrity Policy

Ponce Health Sciences University subscribes to the principle of Academic Integrity or Academic Honesty:

Any type of academic dishonesty by students or faculty is unacceptable behavior at Ponce Health Sciences University. Two specific forms of academic dishonesty are *cheating* and *plagiarism*. The following sections describe Ponce Health Sciences University's official policy in relation to these two forms of academic dishonesty.

Cheating

Cheating is defined by Merriam-Webster Dictionary as: *to get something by dishonesty or deception. Cheating suggests using trickery that escapes observation.* In an academic setting cheating usually refers to obtaining or sharing information using deception during examinations or other academic assignments.

Ponce Health Sciences University will enforce compliance with academic integrity and professional behavior. Any student that cheats in any examination incurs in an intolerable behavior that may result in disciplinary action, including dismissal from the institution. Department faculty, chairpersons and program directors must ensure that appropriate supervision is available for all examinations. Faculty members have the primary responsibility to ensure the security and supervision of their examination.

Any type of communication among students during examination is strictly prohibited. All pagers and cellular phones must be turned off and must remain off throughout the examination. It is prohibited to use any unauthorized electronic devices.

Ponce Health Sciences University recognizes that it may be difficult in some cases to prove with certainty whether a certain behavior is sufficient evidence of cheating. The following behaviors during an examination could be considered as evidence of cheating:

- Looking at another person's examination.
- Talking to another student during an examination.
- Consulting notes or materials, including use of electronic devices, not specifically authorized by the instructor during an examination.
- Employing a surrogate to take an examination.

- Falsifying a signature or misrepresenting someone on attendance sheets for a class, examination or any compulsory didactic activity.
- Stealing a test or any other material.
- Engaging in any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining information.

Any student observed with a behavior considered evidence of cheating during an examination will be reported to the Department Chairperson or Program Director. This person will evaluate the evidence and if found positive, will inform the Vice President of Academic Affairs and the Vice President for Student Affairs. They will investigate the incident and if cheating is proven, the student will be referred to the Student's Promotion Committee or the President with a recommendation for dismissal from Ponce Health Sciences University.

In order to minimize the opportunity that any student may incur in such behavior a series of precautions are recommended to be taken by faculty members before and during examinations.

Recommendations Before the Examination:

- Attend examined groups with more than 25 examinees by two persons, one of which would be a faculty member.
- Divide groups larger than 50 students in two groups. Each group will be attended by two proctors, one of which would be a faculty member.
- Plan the seating of the students ahead of time. Assign seats in a way that may not be predictable by students.
- Number all tests. Use a sign-in sheet for each row, by examination number, to record where students sit.
- Prepare several versions of the same test with different questions order. Ensure that you prepare the appropriate code for each test.
- Only allow on the desk pencils and any other material authorized by the department providing the examination.
- Erase all messages on the boards before the examination starts.
- Check all bulletin boards for material related to the content of the examination.
- Establish some rules to control visits to the restroom during the examination.

Recommendations During the Examination:

- Constantly supervise the examination to identify any suspicious behavior that suggests cheating.
- If students raise their hands for any complaint, attend them one at a time.
- If for an extreme reason the student must temporarily leave the room, have one of the proctors accompany him.

- If a student exhibits behavior suspicious of cheating but not enough to qualify as evidence, record the name and inquire about the behavior after the examination.

If Evidence of Cheating is Observed During an Examination, the Person Observing the Behavior Should:

- Allow the student to complete the examination.
- Wait to the end of the examination and call the student aside.
- Confront the suspicious conduct, identify those involved and record their names.
- Notify the student about the findings and that PHSU policy requires to file a report.
- If a student appears to be using notes or has visible notes, promptly and discreetly confiscate the notes. These materials may be important evidence during a later investigation.

Plagiarism

Plagiarism is defined by the Random House Webster Dictionary (1997) as: *the unauthorized use of the language and thoughts of another author and the representation of them as one's own*. Ponce Health Sciences University considers such behavior as unacceptable from any person of the academic community. Behaviors that are considered examples of plagiarism include:

1. Appropriating ideas by another author as the presenter's original ideas.
2. Copying word by word the work of another person without due citation.
3. Downloading information from the internet and presenting it as original work.
4. Presenting work as the result of the presenter's independent effort without acknowledging the contribution of co-authors or collaborators.
5. Taking a report or work done by another person (or purchasing it from internet or other sources) and presenting it as his/her own.
6. Any other action in which people are lead to believe that what is presented is an original work when it is not.

Informal Procedure of Intervention with Alleged Plagiarism:

Ponce Health Sciences University recognizes that in some occasions, people *unknowingly* engage in conducts which could be defined as plagiarism. The Institution encourages an informal approach to resolving concerns about plagiarism. In the case that a faculty member observes a conduct of alleged plagiarism in a student or other faculty member, an informal discussion about the problem may resolve and clarify the issue. This will be the first step and will be initiated by the person observing the conduct. Every attempt should be made to respect the rights of the alleged violator.

Formal Procedure of Intervention with Alleged Plagiarism:

A formal procedure occurs when a faculty member and a student or member of the academic community who allegedly engaged in plagiarism are unable to reach agreement on the alleged violation and resolution, or when the faculty member believes that the alleged violation is so serious as to warrant a formal proceeding.

If a member of the academic community decides to make a formal allegation of plagiarism by a student or other member of the academic community, she or he will make a written report to the Department Chairperson or Program Director. This person will evaluate the evidence and if found positive, will inform the Vice President of Academic Affairs and the Vice President for Student Affairs. They will investigate the incident and if plagiarism is proven, the guilty person will be submitted to disciplinary action which will depend on the seriousness of the violation and the particular situation in which the event occurred. Possible actions include one or more of the following:

1. A note or letter to the individual's record.
2. Requirement to complete an alternative assignment or examination.
3. Repetition of a course.
4. A failing grade for an assignment.
5. A failing grade for a course.
6. Dismissal from Ponce Health Sciences University.
7. Any other disciplinary action exposed in the Offenses and Sanctions PHSU Policy.

A specific undesirable behavior that has been described in academic environments is termed "self-plagiarism". In self-plagiarism, a person presents as new a piece of work that has already been presented for other purposes. In the sciences, self-plagiarism generally refers to the practice of submitting an article or presentation with the same data to more than one journal or scientific forum. The new article or presentation may differ only slightly from the original by changes to the title, format or order of the authors.

Ponce Health Sciences University encourages an informal approach as described previously to resolve concerns about self-plagiarism.

Any student or member of PHSU academic community who has been subjected to a disciplinary action because of cheating or plagiarism has the right to appeal the adverse decision. This appeal will be done according to the regular Due Process Policy of Ponce Health Sciences University.

Acceptable Use Policy

Computer/Network Resources

Purpose

The purpose of the Acceptable Use Policy (AUP) is to identify situations where unacceptable use of systems or networks affects the teaching, learning, research, services or administrative missions of Ponce Health Sciences University or compromises the security of the systems or data.

This policy applies to the use of any Ponce Health Sciences University (PHSU) computing and networking facility hereinafter referred to as the “System” by all users, account holders, hereinafter referred to as “Users”. By using the System, all Users agree to comply with this policy. The use of the System is in support of teaching, research, learning, administrative and other intellectual pursuits consistent with the Ponce Health Sciences University aims and objectives.

Student Agreement

All students will receive a copy of this policy and a signed copy of the agreement will be filed in the IT Department. However, use of the PHSU Computers, Network and Internet Resources, implied that the student understands and agree to abide by this policy.

User access to information and technology resources is contingent upon prudent and responsible use. Imprudent use of the “System” can lead to consequences affecting many other users, not just you. Prudent and responsible use begins with common sense and includes respect for the rights and privacy of other users. Users should consider Ponce Health Sciences University and community standards when trying to determine if an activity is appropriate.

Specific statements

PHSU requires people who use its information technology resources, must do so in a responsible manner and in comply with federal and state laws, PHSU rules, policies and procedures. Examples of applicable laws, rules and policies include; the laws of libel, privacy, copyright, trademark, obscenity and child pornography; the Electronic Communications Privacy Act and the Computer Fraud and Abuse Act, which prohibit "hacking", "cracking" and similar activities; the PHSU's Student Code of Conduct; Faculty Manual, Employee Manual.

All users shall review and refer to IT policies and procedures for more information, available online.

Guidelines

In making acceptable use of resources, you must:

- Use resources only for authorized purposes.
- Don't let anyone know your password (s). Protect your user ID and system from unauthorized use. You are responsible for all activities on your user ID or that originate from your system (laptop, PDA, etc.)
- Access only information that is your own, that is publicly available, or to which you have been given authorized access.
- Use only legal versions of copyrighted software in compliance with vendor license requirements.
- Be considerate in your use of shared resources. Refrain from monopolizing systems, overloading networks with excessive data, degrading services, or wasting computer time, connect time, disk space, printer paper, manuals, or other resources.

The following activities and behaviors are prohibited:

- Use another person's system, user ID, password, files, or data.
- Use of faculty and administrative computers; except in special and authorized occasions (e.g. Match Activities). Permission must be requested to the IT Department prior to use.
- Connect personal computers or network equipment (including, but not limited to, bridges, routers, switches, access points, etc.) to the Network. A student who needs to connect laptops or any network equipment to any network drop in the campus must request approval to the IT Department.
- Attempt to alter any PHSU computing, networking or telecommunications infrastructure. Attempt to circumvent or bypass system security measures. Make use of programs to scan networks for security vulnerabilities.
- Engage in any activity that alter the integrity or might be purposefully harmful to systems or to any information stored thereon. For example; creating or propagating viruses, disrupting services, or damaging files or making unauthorized modifications to PHSU data, attempting to capture or decode passwords, attempting to get additional access, or alter data that belong to other users.
- Use the "System" for commercial, personal gain, or for partisan political purposes, such as using e-mail to advertise products or political candidates, or by selling access to your user ID, or by performing work for profit with PHSU resources in a manner not authorized by the PHSU.
- Make or use illegal copies of copyrighted materials or software, store such copies on PHSU systems, or transmit them over PHSU networks.
- Use of Peer-to-Peer (P2P) or other technology for illegal uploading, downloading or sharing of copyrighted material, such as music and software.
- Use e-mail or messaging services to harass or intimidate another person, for example, by broadcasting unsolicited messages (Spam emails), by repeatedly sending unwanted mail, or by using someone else's name or user ID.
- Waste computing resources or network resources, for example, by intentionally placing a program in an endless loop, printing excessive amounts of paper, or by sending chain letters or unsolicited mass mailings.
- Failure to comply with requests from appropriate PHSU officials to discontinue activities that threaten the operation or integrity of computers, systems or networks, or otherwise violate this policy.
- Any activity that violates any other Ponce Health Sciences University policy or code, or violates federal, state, or municipal laws or regulations.

Educational Technology Resources

Ponce Health Sciences University uses an educational web-based platform where educational materials including evaluations, rotation schedules, grades and other student's confidential information are posted.

The platform also allows for web-based examinations. The student is advised that this information is accessed with their user ID and password. PHSU is not responsible for disclosure of such information when it is accessed by a third party through the use of the student's user ID and password.

Network Folders and Files

Every student has an assigned space in the server to save documents, files and educative material. The software manager or a designee by the IT Director will conduct periodical audits and any non-educative material archive in the server will be removed, that may include (i.e. music (mp3), non-educative photos or executable programs, or any other non-educative material.)

Printing Quota

An established amount of copies is assigned to every student, every academic period (semester or trimester), as applicable. Unused copies balance will be rolled over to the next academic period. If the student has no balance left, or wants to be able to increase the number of copies available, he/she can purchase additional printing quota. Any unused balance will not be refunded at any time.

Software Code of Ethics and Software Policy

Purpose

This code of ethics states Ponce Health Sciences University policy concerning installation and acceptable use of software. Any unauthorized duplication of copyrighted computer software violates the law and is contrary to PHSU standards of conduct. PHSU does not excuse the illegal duplication of software and will not tolerate it.

Guidelines

- Use software in accordance with their license agreements. Must be aware that ALL computer software is protected by copyright unless it is explicitly labeled as PUBLIC DOMAIN.
- Must not download or upload unauthorized software over the Internet.
- Must not give software or accept unlicensed software from any third party.
- Must not make unauthorized copies of software under any circumstances. Shareware or Free-to-try software is copyrighted software that is distributed freely through Internet and online systems. It is the policy of PHSU to pay shareware authors the fee they request for use of their products. Registration of shareware products should be handled the same way as commercial software products.
- Must not install software on any institutional computer; all software shall be installed by the IT Staff. Generally, institution owned software cannot be installed on a student's personal computer.
- Must notify IT Department immediately, in case there is may be a misuse of software within the organization.

Penalties

Any person illegally reproducing software can be subject to civil and criminal penalties including fines and imprisonment.

Administrative Withdrawal Policy

The student that is not enrolled after the first week of classes, at the beginning of the academic period and does not have a leave or approved permission to be absent will be considered for administrative withdrawal and the institution might initiate the corresponding action.

Alcohol, Tobacco, Illicit Drug and Violence Policy

Ponce Health Sciences University prohibits the abuse of alcohol within the academic community. The possession, distribution or use of illegal drugs is ground for immediate sanction, including dismissal. Smoking is prohibited on school grounds. Violence will not be tolerated within academic community or on the school or affiliated facilities.

The danger of alcohol, drugs and controlled substances in the study place is of great concern to us. Each individual at PHSU receives a manual that explains in detail the institutional policies and the resources available to deal with these problems. The following policy is established by PHSU:

1. It is unlawful for any student in PHSU to engage in any activity that involves illicit use, possession, manufacture or distribution of alcohol, drug, tobacco or controlled substances on the school campus, any location used for academic activities or at any of its organizations or affiliates. Proscribed activities include but are not limited to: use, manufacture, sale, transportation, dispensation, distribution, disbursement, or possession of such substances. This does not apply to medically prescribed drugs, or to the manufacture, handling and distribution of drugs used for IRB approved research.
2. Any student of PHSU found to be engaged in any of the above, activities or in the case of vandalism is subject to dismissal. The student shall have the right to appeal as outlined in the “student promotion, academic probation and dismissal” section of this manual.
3. Whenever a student of PHSU is found to be illicitly using, possessing, manufacturing, or distributing alcohol, drugs or controlled substances on the school or campus or on the grounds of affiliated institutions, or if the student has participated in Institutional activities while under the influence of alcohol, drugs or any controlled substance, the following will occur:
 - a. Should the offender voluntarily recognize that suffer from drug or alcohol addiction and request help, counseling and rehabilitative services might be offered; including referral to public or private psychiatric services as an outpatient or inpatient, at the student's own expense. If within 6 months, a certificate of complete rehabilitation is not presented, the student will be recommended for dismissal.

- b. The first offense for any drug related activity other than abuse of a substance: the student might be referred for counseling by the corresponding authority and to any other pertinent professional assistance. Sanction including dismissal after due notice and hearing.
 - c. Second offense: the student will be recommended for dismissal from PHSU after due notice and hearing.
 - d. The school procedures do not preclude action by law enforcement authorities for violation of any state or federal laws.
4. In the event of a conviction by a court of law for any violation or related incident, whether the infraction is committed within or outside the school or affiliates grounds, the PHSU student will sanctioned from the school. It is the duty of the student involved to notify the Vice President of Student Affairs of PHSU of any such conviction in writing within 10 days. Failure to do so will lead to immediate sanction, including dismissal.
 5. Specific rules have been established to regulate PHSU sponsored activities where alcohol is served, based on applicable laws and regulations.

For details please refer to the *Institutional Public Policy on Establishing an Academic Community Free from Alcohol, Tobacco, use of Illicit Drugs and Violence*.

Prevention Policy & Program

Ponce Health Sciences University is one of the leading educational institutions in Medicine and Health Sciences in Puerto Rico. This represents a genuine commitment to establish an institutional public policy for the academic community free of drugs, alcohol, tobacco and violence. PHSU recognizes that prevention strategies are the first steps to fight against drugs, alcohol and violence. PHSU promotes a prevention program aimed to provide services to students and employees.

Statement

It is PHSU commitment to ensure for everyone an environment free of drugs, alcohol, tobacco and violence through prevention, education and rehabilitation

Title

Alcohol, Drugs Abuse and Violence Prevention Program of PHSU.

The following Prevention Program, is designed to meet various state and federal regulations, including: "Drug Free Workplace Act" (34 CFR 85), the "Drug Free Schools and Campuses Regulations (34 CFR 86) and the Law 40, 1993 the Government of Puerto Rico, known as Law to Regulate the Practice of Smoking in Certain Public and Private Places in PR.

Policy

Possession and/or use of illicit drugs and unauthorized controlled substances are contrary to University policy and in violation of federal and Puerto Rico laws. PHSU prohibits the possession, use, manufacture, distribution and/or sale of illegal drugs and illegal drug paraphernalia. Students at the University using or otherwise involved with drugs in violation of the Student Conduct Code and are subject to University disciplinary action in addition to any action taken by local or federal law enforcement authorities. Questions regarding the Drug Policy should be directed to the Office of the Students Affairs.

Applicable Laws

This program is based on the following Federal and PR Commonwealth Laws and/or Regulations:

1. Drug Free Workplace Act of 1988 (Public Law 101-690) adopted on 1988.
2. Drug Free Schools and Communities Act, as amended (Public Law 101-226) adopted on December 12, 1989.
3. Law of Controlled Substances in Puerto Rico, also known as Law No. 4 of June 23, 1971, as amended.
4. Law to Regulate the Practice of Smoking in Certain Public and Private Places, also known as Law N. 40 of August 3, 1993.
5. Regulations Adopted by the United States Department of Education to implement such laws, 34 CFR 85; 34 CFR 86; HEOA section 488 and HEA section 485.

Drug Free Schools and Communities ACT, Amendment of 1989

The Law PL 100-297 signed in 1986, by the President of the United States, established the policy of a "Drug-Free Schools and Communities Act". This policy was amended in 1989 and is still valid in the United States and its territories.

This law establishes that any institution that receives funds from the Department of Education of United States of America, shall comply with the rules of the "Drug Free Act". The Department of Education of the United States has the capacity to monitor and corroborate the existence of a biennial review of the public policy of "Drug Free Act" and its implementation at the institutional level. Failure to comply with this revision, could result in the loss of funding from the Federal Government and /or claim for repayment of funds previously granted to the Institution.

This Law required that Institutions must disseminate their policies annually to students and employees, along with information on health risks, disciplinary sanctions and campus-based treatment options. Every two years, Institutions are supposed to evaluate their programs to ensure they're effective and consistent.

Health Risk

The government has classified controlled substances from I to V according to their potential for abuse. In qualifying, the "I" substances appear more potential for abuse and little or no medical value. They are decreasing the risk to the "V" where substances less potential for abuse and accepted medical use with

some appearing. Drugs are by definition any chemical substance that alters in any way the functioning of the body, mind and nervous system, behavior and feelings of people. The use of alcohol, tobacco and other drugs can cause dependence, a physical or psychological need to use it. Adding and alcoholism are developing a physical and psychological dependence in which the person loses self-control with the use of the substance.

The Alcohol is a depressant drug that affects the central nervous system and brain function progressively inhibited. In Puerto Rico use by persons 18 years of age is legal. The main component of alcoholic beverages is ethanol or ethyl alcohol, which has a different focus depending on your process. The use of alcohol and / or drugs affects motor coordination, reasoning, vision and the ability to follow an object with his eyes; and this is why it becomes RISKY AND CRIMINAL the act of driving motor vehicles under its state (either use or under intoxication). Is considered legally intoxicated by alcohol to a person whose alcohol concentration in the blood is 0.08. However, I could be mentally and physically prevented from driving motor vehicles at a lower level.

Intoxication is a function of the amount of substance ingested, the time consumed, the alcohol content of the drink, weight and sex of the person (the woman is more sensitive), the mood and the amount of food in the stomach of the individual at the time of consumption.

Intervention Protocol to Rehabilitate Students and Employees

PHSU believe that rehabilitation could be possible, when a proper case management is available. The Office for Students Affairs and its Counseling Services are responsible for handling cases of students or staff, identified or are suspected of having problems related to drugs and alcohol.

Non-confirmed cases could be managed by institutional help services; professional counseling, discipline committee, bulletin board and, e-mails with information related to alcohol and drugs prevention. Confirmed cases, should be address to professional help from private and public agencies.

Treatment Centers

Center	Telephone
ASSMCA – Ponce Detox Center	787-840-6935
Medicina Conductual – Hospital Damas	787-842-0045
Programa de Alcoholismo de Ponce	787-844-4130
Línea a Auxilio y Prevención	1-800-981-0023
Hogares CREA – Ponce	787-843-9013

Prevention Strategies

Admissions Office	Information related to the Policy is given to the student during admission process. Every student admitted to PHSU, sign the Policy of Alcohol and Drugs Abuse.
Financial Aid Office	During the FAFSA application, if the students respond yes to the question number 23 (related to drug offence); the Federal Government could cancel any grant to the student. The financial Officer should give the proper orientation related to the student eligibility to receive grants in the future.
Catalog and School Policies	The Student Catalog and School Policies include a copy of the PHSU Policy of Alcohol and Drugs Abuse. This Student Catalog is also available at the PHSU Web Page.
Professional Counseling Services	Professional counseling services are available to students and staff. Professional Counselor could refer identified cases to external agencies.
Extracurricular Activities	PHSU promotes extracurricular activities that involve drugs, alcohol and tobacco use prevention message
Walking Together	“Walking Together” is the institutional program of primary education and information about alcohol, tobacco, drugs, violence and sexual harassment, address to the employee. This Program is managed by the Professional Counseling Office.

Standard of Conduct

1. PHSU total and hereby categorically prohibited the possession, use, manufacture and / or distribution of drugs and alcohol by students, employees and visitors to this Institution.
2. In case of medications use (drugs), it should be prescribed by a doctor for the treatment of a properly documented health condition.
3. Law 40 of August 3, 1993 prohibits smoking in public and private academic institutions at all levels of education. So PHSU not allow smoking in their classrooms or laboratories, halls, game rooms, libraries, hallways, restrooms, elevators, offices, research laboratories (these could even have areas with liquids, vapors or flammable materials), lunch rooms, meeting rooms, parking area or within the premises of the animal house or institution.
4. Nor allow smoking in PHSU sponsored activities.
5. Advertising of alcohol and tobacco products, are prohibited sponsor academic activities.
6. All student organizations recognized by our institution are subject to the above provisions in their official activities, both on and off campus.
7. The visitors, guests or tenants of the PHSU facilities are required to comply with the legislation which it establishes public policy

Sanctions

Student Alert! As set out in section 5310 of the Federal Law on the Use and Abuse of Drugs, 1988, if you are convicted for possession, manufacture or distribution of drugs, your eligibility for financial aid could be (1) suspended temporarily or (2) finished forever. If the student was convicted of drug offense within (not later than) ten (10) days after the conviction, he shall report in writing with your full name and Social Security number to:

Director, Grants and Contract Services
US Department of Education
Washington DC 20202-4571

Student Organizations are required to report within five (5) calendar days of any incident involving the use of alcohol and / or drugs that occurs in any official activity of the organization. Failure to comply with these provisions of public policy may result in sanctions as outlined in the Student Handbook.

Faculty and Administrative Employees under this public policy and in compliance with the law are bound to:

1. Comply with all rules of conduct outlined above.
2. Notify the employer in writing of any criminal conviction under the statutes of controlled substances or alcohol events in the workplace no later than five (5) calendar days after sentencing.
3. PHSU must also take one of the following actions within thirty (30) calendar days after receiving notice of any criminal conviction of an employee.
4. Require the employee to participate satisfactorily in voluntary assistance or rehabilitation program approved for such purposes by a state or federal health agency, the Department of Justice and other appropriate.
5. Proceed with a relevant institutional action, including termination of job.
6. In addition to the aforementioned, every employee is subject to the rules applicable to their classification.
7. In some cases, if the offense is a not a significant one, employee could be referred to counseling services or a rehabilitation program.
8. A letter on the personnel file is applicable in all cases.

Attendance Policy

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance to clinical activities involving patients, patient models and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absence may be excused

after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

Credit Hours Policy

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

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

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

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

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

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

Diversity Policy

The mission of School of Medicine of Ponce Health Sciences University is to provide high quality education in medicine to the population we serve, through an innovative curriculum, while preparing students to be ethical practitioners. Our institution strives to provide students and faculty an exposure to a diverse population so they can succeed in an increasingly diverse workplace and global communication culture.

In the publication of the Association of American Medical Colleges, Roadmap to Diversity, in its second edition of 2014, it is exposed that a key driver for high-quality health care in this time of unequal access

to health care, is to educate. They state: “A shared objective of the majority of U.S. medical schools is to arrive at a destination where a diverse class—including a racially and ethnically diverse class—enhances teaching and learning for all students and contributes to graduates’ capacity to provide comprehensive, high-quality medical care in all communities.” An academic environment that fosters the interaction among a diverse student and faculty body will significantly contribute to prepare our graduates to provide the high-quality care all communities deserved.

Several racial and ethnic minority groups as well as people from socioeconomically disadvantaged backgrounds are significantly underrepresented among health professionals in the United States. Underrepresented minority groups have traditionally included African-Americans, Mexican Americans, Native Americans and mainland Puerto Ricans. Numerous public and private programs aim to remedy this underrepresentation by promoting the preparedness and resources available to minority and socioeconomically disadvantaged health professions candidates and the admissions and retention of these candidates in the health professions pipeline and workforce.

Being Ponce Health Sciences University School of Medicine a medical school in Puerto Rico, in accordance to the mission “to provide high quality education to the population we serve” our students and faculty members are mainly Puerto Ricans and Hispanics for which one of the groups we define as diverse for our academic community of students, faculty and administrators is Non-Hispanic group. Anyone who is not from Hispanic or Latino origin/ethnicity adds diversity to our academic environment.

The MD Students Admission Committee had already identified diversity as a desirable characteristic in the student body in its policy: *The school values having a diverse student population from all areas of the country and therefore accepts candidates from the mainland; nontraditional academic background; etc. When completing the medical career, our students are better equipped to care for patients in a diverse society.*

Two other groups that will add diversity in our student body and eventually to the physicians’ workforce are low socioeconomic status and first generation university students. We strongly believe that having these groups represented among our students will help prepared our graduates to better address the issues related to health disparities in our communities. The *Junta de Planificación de Puerto Rico* defines low socioeconomic status when individual or family income is under \$19,000.00 annually. First generation university students are those whose parent neither have nor attained a college degree.

All administrative and academic units of the medical education program will develop programs, partnerships and make ongoing systematic efforts for to enhance the recruitment and retention of the diverse groups identified in this policy to our student body, faculty and senior administrative staff. They also should document and monitor these efforts and its effectiveness in achieving representation of these groups in our academic community.

Approved by the Medicine Program Policy Committee 12-12-2014

Legal Review 1-30-2015

Grievance Policy

Any student has the right to submit to the Office of the Vice-President for Student Affairs a written report of a concern or complaint of any violation to the PHSU policies and/or professional ethic without any retribution or consequences.

Violation to PHSU regulations will not be tolerated. Verbal, psychological or physical abuse such as speaking insultingly, engaging in schemes to undermine the self-esteem of the person; or any discriminatory practices or adverse activity will not be tolerated.

Procedure

Any member of the academic community will report any incident of abuse or violation to PHSU policies. The incident should be reported to the Vice President for Student Affairs or designee.

The Vice President for Student Affairs or designee will gather all pertinent information on reported cases. Early communication and intervention will lead to the resolution of the incident.

If the incident is resolved, no further action will be taken. A description of the incident must be in writing. The report of a resolved incident will contain the description of the action plan followed. A follow up on the incident will be made between six or eight weeks to assure that there has been no retribution.

If the incident is not resolved, the Vice-President will appoint three members as Investigation Committee to re-evaluate the case. All parties involved will be informed of the composition of the committee and will have the opportunity to present any disagreement on the membership of the committee and the reasons for the challenge. If necessary; the School's legal counsel will be notified of the case and will be kept informed of the progress of the investigation. The Investigation Committee will review the information and make a recommendation to the Vice-President for further action. The Vice-President will inform the student of the decision. The whole process should be addressed within three months.

After receiving the notification by the Vice-President, the student has the right to appeal the decision in writing to the President of PHSU within seven working days.

The appeal, or Due Process presented below must be followed.

Appealing (Due Process)

The President will evaluate the appeal and the investigation report. Rejection of the appeal by the President is final. However, the President may overturn the decision. If the President has a reasonable doubt, about the student's allegation or the investigation, he/she can appoint an Ad Hoc Committee, comprised of members of the faculty, student body and administration to reevaluate all evidence.

The Ad Hoc committee will notify the student in writing of the date and time when the case will be heard. The Ad Hoc committee has the discretion to re-interview the persons involved if necessary. The committee has seven (7) working days to submit to the President its report.

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

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

Guideline for the Value of Attendance/Participation in the Pre-Clinical Courses of the MD Program

The Attendance Policy of Ponce Health Sciences University published in the institutional Catalog establishes that:

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance to clinical activities involving patients, patient models and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absence may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

The Medicine Program Curriculum Committee approved the following guideline:

- An attendance log with the signature of the student will be maintained for each academic activity as required by the Registrar.
- Students with less than 75% of attendance to academic activities at the mid-term of the course will be given an appointment with the course director for the mid-course feedback. Students will be referred for counseling services as deem necessary.
- Students with less than 75% of attendance at the end of the course will be referred to the Students Promotion Committee for failure to comply with school policies and regulations. Sanctions may include a written admonition.
- Each course director can assign points for participation as part of the final grade using the audience response system.

- Points for attendance to clinical activities involving patients, patient models, small group discussions, laboratories can also be assigned, particularly for courses with pass/fail grades in which attendance/participation is the main assessment method.

This academic policy of the Medicine Program substitutes academic policy #25, Guideline for the Value of Attendance in the Pre-Clinical Courses and will be effective for the academic year 2016-17.

Internet and Email Services Policy

Purpose

Establish guidelines that should be followed to ensure proper usage of e-mail and Internet access at Ponce Health Sciences University. Any improper usage of these services jeopardizes the PHSU legal standing and, therefore, cannot be tolerated.

Statements and Guidelines

- *Acceptable Uses of Institution E-mail and Internet Access:*
The Institution provides Internet and e-mail access for academic usage. Every student has the responsibility to maintain and enhance the Institution's public image and to use its e-mail and access to the Internet in a responsible and productive manner that reflects well on the Institution.
- *Unacceptable Uses of Institution E-mail and Internet Access:*
The Institution's e-mail and Internet access may not be used for transmitting, retrieving, or storage of any communications of a discriminatory or harassing nature or materials that are obscene or "X-rated." Harassment, threatening, bullying or making damaging or false statements of any kind is prohibited. No messages with derogatory or inflammatory remarks about an individual's race, age, disability, religion, national origin, physical attributes, or sexual preference shall be transmitted. Abusive, profane, or offensive language is not to be transmitted. Electronic media cannot be used for any other purpose that is illegal or against institution policy or contrary to the institution's best interests. Solicitation of non-institutional business, or any use of the institution e-mail or Internet for religious and political purposes as personal gain, is strictly prohibited.
- *Communications:*
E-mail provided by the institution is considered an official means of communication. Students are expected to read their email at least twice a week while is an active student in PHSU. This policy includes student enrolled and those in leave of absence. It is the student Responsibility to respond immediately, if necessary. Students will be considered responsible for all information posted through the email system while on or off site.

Each student is responsible for the content of all text, audio, or images that he or she places or sends over the PHSU e-mail and Internet system. No e-mail or other electronic communications may be sent that hides the identity of the sender or represents the sender as someone else or

someone from another institution. All messages communicated on the PHSU e-mail and Internet system should contain the student's name.

Interpersonal Abuse Policy

Personal abuse will not be tolerated at PHSU. Verbal, psychological or physical abuse such as speaking insultingly, engaging in schemes to undermine the self-esteem of the person; or any other such activity will not be tolerated.

Any incident of abuse may be reported by any member of the academic community. The incident should be reported to the Vice President for Student Affairs or designee.

The Vice President for Student Affairs or designee will gather all pertinent information on reported cases of personal abuse. The School's legal counsel and School's Compliance Officer will be notified of all such cases and will be kept informed of the progress of the investigation at all times. Early communication and intervention may lead to the resolution of the incident.

If the incident is resolved, no further action will be taken. A description of the incident must be in writing. The report of a resolved incident will contain no names. A follow up on the incident will be made after six or eight weeks to assure that there has been no retribution.

If the incident is not resolved, in consultation with the Legal Counsel of the University, an Ad Hoc committee appointed by the President and comprised of members of the faculty, student body and/or administration will re-evaluate the case. All parties involved will be informed of the composition of the committee and will have the opportunity to present any disagreement on the membership of the committee and the reasons for the challenge. Appeals would be followed as described above. Psychological counseling will be available for the parties involved as needed and available.

The Ad Hoc committee will review the information and make a recommendation to the President for further action. The whole process should be addressed within three months.

Leave of Absence Policy

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

Scope

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

Definitions

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

Policy

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

Leaving the University Policy

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

Also, any student could leave the University because of:

- a. **Withdrawal** – student voluntarily withdraws from the school/university.
- b. **Administrative withdrawal** – student that did not enroll or did not have approved leave or permission to be absent, the University processes an administrative withdrawal.
- c. **Dismissal** – student that did not comply with the performance requirements or professional behavior requirements, stated in the Satisfactory Academic Progress Policy and was therefore, dismissed from the University.

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

Military Leave Policy

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

Scope

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

Definitions

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

Policy

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

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

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

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

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

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

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

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

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

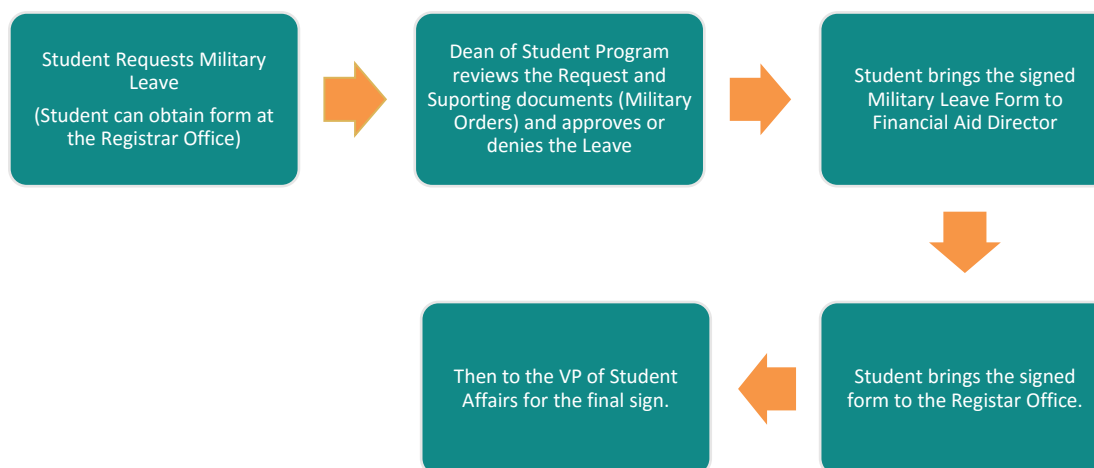
Re-enrollment from Military Leave:

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

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

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

Process flowchart:



Non-Degree Extended Education

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

- Alumni
- Visiting students and professionals
- Internship, thesis/dissertation, field work, or practicums are not included.
- Application for extended education admission must be received by the Admissions Office prior to the beginning of the term of enrollment for which the applicant is requesting to take a course.
- A non-refundable fee of \$75.00 must accompany the application.

In order to process an application, the following minimum documents are required:

- Application, Curriculum Vitae (resume), official transcript from previous institutions, Certificate of No Penal Record and letter of recommendation from the Director of faculty of his/her former program.
- Approval from Admission's Office and authorization from Vice President of Academic Affairs is required to register.
- Clinical courses must require authorization from the Program Director or Department Chair.

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

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

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

All inquiries and application for admission should be addressed to the: Admission Office, Ponce Health Sciences University, PO Box 7004, Ponce, PR 00732, Phone: (787) 840-2575.

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

Non-Discrimination Policy

The Ponce Health Sciences University (PHSU), as an educational institution and as an employer, values equality of opportunity, human dignity and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment 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 programs and activities. This is a commitment made by the PHSU and is in accordance with federal, state and/or local laws and regulations.

Privacy of Student Records Policy

The University adheres to all applicable federal, Commonwealth and local regulations concerning the privacy or confidentiality of student records, including, but not limited to the Family Educational Rights and Privacy Act (FERPA). Faculty members are required to strictly comply with the University's FERPA policy in their administration and use of student record.

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

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

Student

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

Educational Records

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

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

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

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

Procedure to Inspect Education Records

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

* The Family Educational Rights and Privacy Act of 1974

Right of University to Refuse Access

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

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

Refusal to Provide Copies

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

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

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

Fees for Copies or Records

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

Types, Locations and Custodians of Educations of Records

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

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

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

Disclosure of Education Records

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

- a. The school officials who have a legitimate educational interest in the records. A college or university is required to specify the criteria for school officials and for legitimate educational interest. The following are Ponce Health Sciences University criteria: A school official is:
 - A person employed by the University in an administrative, supervisory, academic or research, or support staff position.
 - A person elected to the Board of Trustees.
 - A person employed by or under contract to Ponce Health Sciences University to perform a special task, such as the attorney or auditor.
 - A school official has a legitimate educational interest if the official is:
 - Performing a task that is specified in his or her position description or by a contract agreement.
 - Performing a task related to a student's education.
 - Performing a task related to the discipline of the student.
 - Providing a service of benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.
- b. To officials of another school, upon request, in which a student seeks or intends to enroll. FERPA requires a college or university to make a reasonable attempt to notify the student of the transfer unless it states in its policy that it intends to forward records on request.
- c. To certain official of the U.S. Department of Education, the Comptroller General and state and

local educational authorities, in connection with certain state or federally supported education programs.

- d. In connection with a student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
- e. If required by a state law requiring disclosure that was adopted before November 19, 1974.
- f. To organizations conducting certain studies for or behalf of the Ponce Health Sciences University.
- g. To accrediting organizations to carry out their functions.
- h. To parents of an eligible student who claim the student as a dependent for the income tax purposes.
- i. To comply with a judicial order or a lawfully issued subpoena.
- j. To appropriate parties in a health or safety emergency.
- k. Directory information so designated by Ponce Health Sciences University.
- l. The result of any disciplinary proceeding conducted by the Ponce Health Sciences University against an alleged perpetrator of a crime of violence to the alleged of that crime.
- m. PHSU complies with the FERPA USA Patriot Act: Public Law 107-56: DCL April 12, 2002 Section 507. PHSU follows the provisions outlined in the regulations as follows: PHSU only discloses personally identifiable information from an education record to appropriate parties in connection with an emergency *if* knowledge of the information is necessary to protect the health and safety of the student or other individuals.

Record of Request for Disclosure

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

Directory Information

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

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

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

Correction of Education Records

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

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

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

The Solomon Amendment and FERPA

The Solomon Amendment requires institutions to provide directory-type information on students who are 17 years of age or older upon request of representatives of the Department of Defense for military recruiting purposes. This information- "student recruiting information" – includes: student's name,

address, telephone listing, date and place of birth, level of education, academic major, degrees received and the most recent previous education institution at which the student was enrolled.

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

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

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

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

Reasonable Accommodation Policy

PHSU Admissions Office and the Admissions’ Committee act in accordance with “Americans with Disabilities Act of 1990” which includes changes made by the ADA Amendments Act of 2008, which became effective on January 1, 2009.

PHSU is committed to provide reasonable accommodation for a student academically qualified who has a disability. ADA defines “qualified individual” as an individual who, with or without reasonable accommodation, can perform the essential functions of the position that such individual holds or desires. All applicants accepted to PHSU must be able to meet the technical standards described in the PHSU Admissions Policy on Technical Standards.

Accepted candidates that need special accommodations are responsible to contact the Office of Academic Affairs. It is the student’s responsibility to make their condition known to PHSU administrators and to seek out assistance. The impairment must be one that substantially limits a major life activity.

Students with disabilities must submit a written request for special accommodation to the Office of Academic Affairs. The request should be accompanied by a report from a licensed professional, such as a physician or psychologist, establishing the specific condition for which the accommodation is necessary.

The report should include:

1. the specific diagnosis of the disability

2. specific tests administered to the student that will assist to determine the need for the accommodation requested (report the specific test results and findings)
3. prior accommodations granted at other institutions
4. type of academic accommodations that have worked in the past
5. the specific accommodations and/or assistive devices recommended and in cases of temporary disabilities the time period the accommodations are required
6. the professional credentials of the evaluator that qualify him/her to make the particular diagnosis, including information about professional certifications
7. the date of the report shall not be more than six months prior to the date the request for accommodation is received at the Vice President of Academic Affairs Office

The report from the licensed health professional is required when you submit the request for accommodation.

The determination will be done on a case-by-case basis considering students' needs and in consultation with institution's officials and professional consultants as deemed necessary. All the documentation and information provided for the determination will be kept confidential.

Guidelines for physical, visual and other disabilities provided by organizations like the National Board of Medical Examiners, the Association of American Medical Colleges (AAMC) for the American Medical College Admission Test (MCAT), the Educational Testing Services (ETS) and other professional organizations will be revised during the determination. The student may be asked to provide additional information. The day for the accommodation to come into effect will vary according the period necessary to evaluate and implement the accommodation and usually will take one to four weeks if all the required information is provided.

Accommodations that are not considered reasonable because they impose extraordinary difficulty or burden for the institution or require fundamental changes of academic standards or coursework may be declined. Determinations may be appealed to the corresponding Program's Dean.

Refund Policy

Complete withdrawals and/or DROP of individual courses

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

Sexual Harassment Policy

Definition

Harassment on the basis of sex is a violation of Section 703 of Title VII of the Federal Law of Civil Rights. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly as a term or condition of a student's academic status
2. submission to or rejection of such conduct by a student is used as the basis for decisions affecting the academic status of such individual, or
3. such conduct has the purpose or effect of unreasonably interfering with a student's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment will be considered and submitted for disciplinary action by the Administrative authorities of the Ponce Health Sciences University.

Any act of sexual harassment may be cause for disciplinary action, including dismissal.

Disciplinary Measures, Due Process and Penalties

Disciplinary action will be taken against any faculty member or a non-academic employee or student after the application of the following process:

1. Any student or member of PHSU may submit a written report about any act of misconduct by an employee, faculty member, or student to the Office of Student Affairs.
2. After receiving the written report, the Vice President of Student Affairs will designate a special committee to initiate an investigation of the written report. The following must be taken in to consideration by the committee:
 - a. seriousness of the violation reported
 - b. evidence to sustain the offense reported
 - c. previous record and past performance of the student, employee, or faculty member against whom the report has been submitted
3. Recommendations of the special committee will be directed to the Vice President of Student Affairs in the case of a student. In the case of an employee or faculty member, these will be addressed to the Vice President
4. If necessary, the Vice President for Student Affairs may conduct a formal or informal administrative hearing in which all parties interested in the case will be able to express their views on the case under investigation.

5. At the discretion of the Vice President for Student Affairs, a written report describing the findings of this administrative hearing will be directed to the President of the Institution with recommendations for the course of action.
6. The President or his/her designated, after receiving the report from the Vice President for Student Affairs, may order disciplinary action, including but not limited to warnings, suspensions without pay and dismissal.
7. The final decision to dismiss an employee, faculty member, or student will be taken by the President of the University.
8. An employee, faculty member or student, has the right to appeal the decision of the President or his delegate, through legal representation.

Student Complaint Log Policy

LAST REVISED: MARCH OF 2016

REFER QUESTIONS TO: *Vice President of Student Affairs*

Scope

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

Related Policy: Grievance Policy referenced in the Student Catalog and Student Policies Manuals

Purpose of Policy

This policy governs the procedures by which the administration and faculty log any student related complaint and how the Student Complaint Log is maintained.

It is **not** intended to override the published grievance policy for students to formally report a complaint.

Definitions

A **Complaint** is defined as any grievance regarding any department, service or person that arises during a student's time at PHSU. Examples include, but are not limited to the following:

- A student complaint against another student, faculty, resident, department, or service
- A complaint from PHSU administration, faculty or resident against any student

An **Informal Complaint** is a complaint expressed either verbally or in writing to a relevant administrator or faculty, which is not dealt with through a formal process of the University. It may involve a discussion with relevant parties in order to receive information and explore options on resolving the matter. It does not involve a formal investigation or the determination of evidence.

A **Formal Complaint** is defined as a concern which has not been resolved informally and which is then set out in writing and forwarded to the VP of Student Affairs per the University's Grievance Policy.

Policy and Process

All administration, faculty and residents are required to log any informal or formal complaints via email to studentcomplaints@psm.edu and copy to the appropriate Dean within 5 business days of receiving the complaint.

Informal complaints should be recorded within the body of the email and contain the following information:

1. Name of Student
2. Date the complaint was expressed
3. Nature of the complaint (e.g., person, department or service that the complaint is about and the circumstances and/or situation surrounding the complaint)
4. Steps taken to resolve the complaint, the person that responded and all documentation associated with those steps
5. Date and final resolution, action or explanation regarding the complaint, including referral to the appropriate Dean if the complaint was not resolved and/or recommendation to the student to formally submit a written complaint following the University's documented Grievance Policy.

All formal written complaints should be recorded in the Student Complaint Log by the VP of Student Affairs and contain the following information:

1. Name of Student
2. Date the complaint was expressed
3. Nature of the complaint (e.g., person, department or service that the complaint is about and the circumstances and/or situation surrounding the complaint)
4. Steps taken to resolve the complaint, the person that responded and all documentation associated with those steps
5. Date and final resolution, action or explanation regarding the complaint.

The Vice President of Student Affairs is responsible for:

- Maintaining a log of all formal and informal student complaints in the Office of Student Affairs
- Ensures that the complaints are resolved by the appropriate Dean within 10-business days of receipt of informal complaints. Formal complaints follow the established guidelines of the Grievance Policy
- That the resolution is reported back to the VP of Student Affairs
- The VP of Student Affairs Office ensures that the resolution is recorded in the Student Complaint Log.

PHSU provides published policies on Grade Appeals and Grade Appeals are **NOT** considered as complaints that are to be included in the Student Complaints Log.

Student Mistreatment Prevention

Standards of Conduct in the Teacher-Learner Relationships Policy

Ponce Health Sciences University adapts and incorporates the AAMC model of Standards of Conduct in the Teacher- Learner Relationship and encourages faculty and students to familiarize themselves and pledge adherence to this policy statement:

Preparation for a career in the health care professions demands the acquisition of a large fund of knowledge and a host of special skills. It also demands the strengthening of those virtues that are expected in the health provider/patient relationship and that sustain the health profession as a moral enterprise. This policy statement serves both as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the profession inculcates its ethical values.

Guiding Principles

Duty	Ponce Health Sciences University faculty has a duty, not only to convey the knowledge and skills required for delivering the profession's contemporary standard of care, but also to inculcate the values and attitudes required for preserving the profession's social contract across generations.
Integrity	The learning environments conducive to conveying professional values must be suffused with integrity. Students learn enduring lessons of professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.
Respect	Respect for every individual is fundamental to the ethics of the health professional. Essential for nurturing that ethics is the mutual respect for every individual by students, novice members of the profession, as well as by their teachers, as experienced and esteemed professionals. Given the inherently hierarchical nature of the teacher/learner relationship, teachers have a special obligation to ensure that students, interns and residents are always treated respectfully.

Commitments of Faculty

1. We pledge our utmost effort to ensure that all components of the educational program for students, interns and residents are of high quality.
2. As mentors for our students, interns and resident colleagues, we maintain high professional standards in all of our interactions with patients, colleagues and staff.

3. We respect all students, interns and residents as individuals, without regard to gender, race, national origin, religion, or sexual orientation; we will not tolerate anyone who manifests disrespect or who expresses biased attitudes towards any student, intern or resident.
4. We pledge that students, interns and residents will have sufficient time to fulfill personal and family obligations, to enjoy recreational activities and to obtain adequate rest. We monitor and, when necessary, reduce the time required to fulfill educational objectives, including time required for “call” on clinical rotations, to ensure student’s, intern’s and resident’s wellbeing.
5. In nurturing both the intellectual and the personal development of students, interns and residents, we celebrate expressions of professional attitudes and behaviors, as well as achievement of academic excellence.
6. We do not tolerate any abuse or exploitation of students, interns or residents. We encourage any student, intern or resident who experiences mistreatment or who witnesses unprofessional behavior to report the facts immediately to appropriate faculty or staff; we treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind.

Commitments of Students, Interns and Residents

1. We pledge our utmost effort to acquire the knowledge, skills, attitudes and behaviors required to fulfill all educational objectives established by the faculty.
2. We cherish the professional virtues of honesty, compassion, integrity, loyalty and dependability
3. We pledge to respect all faculty members and all students, interns and residents as individuals, without regard to gender, race, national origin, religion, or sexual orientation.
4. As health professionals in training, we embrace the highest standards of the profession and pledge to conduct ourselves accordingly in all of our interactions with patients, faculty colleagues and staff.
5. As well as fulfilling our own obligations as professionals, we pledge to assist our fellow students, interns and residents in meeting their professional obligations.

Student Promotions Policy

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

Departmental Level

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

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

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

Promotions Committee Level

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

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

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

Program Level

The chair of the Promotions Committee will refer its decision to the corresponding dean or his delegate. In the School of Medicine is the Associate Dean for Education. The corresponding dean or delegate will notify the student about the action of the committee and remind him/her about the right to appeal.

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

The appeal or Due Process for Dismissal approved by the Academic Senate presented below must be followed.

Due Process

The Corresponding Dean will evaluate the appeal and the student's academic record. Rejection of the appeal by the Dean is final. If the case does not merit dismissal, the Corresponding Dean can overturn the decision. If the Dean has a reasonable doubt, about the student's capacity or academic record he/she can appoint three members of the Ad Hoc committee to re-evaluate all evidence.

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

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

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

Guidelines for Students Promotion

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

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

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

Students not performing satisfactorily will:

1. Be notified in writing by the appropriate course director of their substandard performance and will be asked to schedule a meeting to develop means of dealing with the problem.
2. Receive communications from the Promotions Committee in the form of:
 - a. **Letter of Academic Concern** - Sources of help for the student will be indicated.
 - b. **Letter of Academic Warning** - This will result from interim "F" in two or more courses. This letter will indicate that continued performance at that level could lead to the student being placed on Academic Probation and will urge the student to seek extra help and counseling.
 - c. **Letter of Academic Probation** - This will be based upon a final grade of "F" in one or more courses. A student receiving a final grade of "F" in a single course must be re-examined in that course before promotion. The letter will indicate that promotion to the next academic year can only occur after remediation of the deficiency. Remediation will be through a mechanism acceptable to the department chairperson and will be given only once, prior to the start of the next academic year. This shall take precedence over any other summer plans a student will have made. A student receiving two or more final "F's" will be considered for either repetition of the entire year or dismissal.

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

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

Teachout Policy

LAST REVISED: September of 2014

REFER QUESTIONS TO: *Vice President of Academic Affairs*

Scope

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

Policy

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

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

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

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

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

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

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

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

Definitions

- ***Degree Program.*** A degree program is an organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by assignment of a Classification in Instructional Programs (CIP) code by the National Center for Educational Statistics or as demonstrated by the existence of similar degree programs at other colleges and universities.
- ***Certificate Program.*** A certificate program is a coherent course of study leading to the awarding of a credential. A college credit certificate is not intended as a degree, but as a supplement to a student's specific educational goals or professional career preparation. Completion of a college credit certificate generally is related to a specific field and usually associated with a limited set of occupations.
- ***Educational Program.*** A degree program or college credit certificate program.

- **Date of program termination.** The date on which the educational program is closed permanently to admission
- **Date of program closure.** The date on which the last student in teach-out has completed the educational program
- **Notification.** A letter from an institution's chief executive officer, or his/her designated representative, to MSCHE or CEPR summarizing a proposed change, providing the intended implementation date. The policy and procedures for reporting and review of institutional substantive change are outlined in the document *Substantive Change: Institutional Closure or Institutional Status Requiring a Teach-out Plan*.
- **Accreditation Liaison Officer (ALO).** The individual at the institution who is responsible for ensuring the timely submission of annual institutional profiles and other reports as requested by either MSCHE or CEPR in the years between accreditation. With the VP or Academic Affairs, the Accreditation Liaison Officer is responsible for the accuracy of all information submitted to either MSCHE or CEPR and for ensuring ongoing compliance with standards, policies and procedures beyond reaffirmation. During the Reaffirmation Cycle, the Liaison serves on the Self-Study Teams and oversees all staffing aspects of the Reaffirmation process.
- **Teach-Out Plan.** The written plan and subsequent process by which the University provides institutional and academic support services to students enrolled in an educational program that has been discontinued. The teach-out process often extends well beyond the termination date (the date on which the site or program is closed permanently to admissions) to allow time for enrolled students to complete their program in a reasonable amount of time. The plan must provide for the equitable treatment of students in an institution.
- **Teach-Out Agreement.** A written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program.

Procedures

Responsibilities

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

- a. Nature of the program,
- b. Reason for termination,
- c. Number of students currently enrolled,
- d. Progression statistics of students in the program,
- e. Resources used to offer the program,
- f. Financial savings, if any, realized from the termination,
- g. Explanation of how any students enrolled in the program will be helped to complete their program,
- h. Assessment of whether any faculty will be adversely affected by termination and
- i. Explanation of how affected individuals will be informed of the planned termination.

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

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

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

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

Affected Groups

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

considerations covered by the University Faculty Handbook at the earliest possible stage of consideration and be kept apprised of recommendations forwarded to the University Board of Directors regarding plans to terminate a degree program or certificate program.

Appendixes A-E

A: Sample Teach-Out Academic Plan

Department:

Date of Program Termination:

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

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

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

B: Sample Program Termination Student and Faculty General Communication Summary

Currently Enrolled Students

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

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

Not-Formally-Admitted (NFA) and Transfer Students

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

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

Overall Student Communications

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

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

C: Sample Current Student Notification

Subject: Current Student Notification

Dear:

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

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

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

Sincerely,

XXX, Dean

I have received and read the above letter.

Student Signature

Date

D: Sample Not Formally Admitted and Transfer Student Notification Letter

Subject: Not Formally Admitted and Transfer Student Notification Letter

Dear Mr. x:

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

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

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

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

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

Sincerely,

XXXX
Chair
Department
University

E: Sample Program Monitoring Report

College:	Dean:
Academic Degree Program:	Degree Level of Program:
Number of Students still Enrolled in Program	Total Credit Hours Required in Program:
Date of this report:	Individual Completing the Report:

Student #	Student Name	Number of program SCH earned as of _____	Number of credit hours earned	Program termination letters sent	Signed response from students	Academic Calendar provided to student	Last semester of student's enrollment	Date student completed requirements or other actions regarding the student
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Title IV Refund Policy

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

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

Unprofessional Behavior Policy

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

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

The student will be notified in advance that his/her unprofessional behavior will be formally discussed by the Students Promotion Committee. The notification should make clear the reasons for this action. The Students Promotion Committee will consider the referral and make recommendations to the Vice President for Academic Affairs.

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

Wireless Access Policy

Purpose

Establish guidelines for the use of PHSU Wireless Networks, by the students, staff and guests.

Guidelines

- a. All general policies contained within the Acceptable Use Policy for Computer and Network Resources apply to wireless network users.

- b. Only the Information Technology Department (IT) is authorized to attach wireless switches or routers (commonly known as Access Points or AP's) to the campus cabled network. Under no circumstances may personally owned AP's or similar devices be connected to open cabled network ports anywhere on campus. End users are not permitted use of their devices (e.g. computers, mobile devices, etc.) to provide unauthorized services or as gateways to provide alternative means of access to Network Services.
- c. Computer users' devices, including personal laptop computers with wireless network interfaces, capable of acting as bridges between wireless and wired networks should not be attached to open cabled network ports unless the wireless interface is disabled. Both cabled and wireless networking capability can be simultaneously active even if the end user is unaware of this. This means that users must actively disable their wireless interfaces (e.g., WiFi cards) before attaching to an Ethernet port.
- d. IT will monitor the local wireless network for unauthorized AP's and other unauthorized wireless network devices that pose security risks.
- e. IT will be responsible for maintaining a reasonable balance between easy access and proper security for all cabled and wireless network services. In certain cases, some cabled network services may be inaccessible from wireless connections because of security considerations. Individuals wishing to request the addition of a particular service for wireless accessibility or an explanation as to why a particular service is unavailable may contact the IT Helpdesk.

Penalties

A first-time violation of any access policy will result in the wired network port associated with an unauthorized device being immediately disabled without warning. An attempt will be made to identify the owner of the unauthorized device and inform him/her of the violation. Subsequent violations may result in more serious measures including the extended loss of access to computing services, disciplinary actions or expel or discharge.

Security & Privacy

PHSU employs various measures to protect the security of its computing resources and its user's accounts. Users should be aware, however, that PHSU cannot guarantee security and confidentiality. Users should therefore engage in "safe computing" practices by establishing appropriate access restrictions for their accounts, guarding their passwords and changing them regularly.

Users should also be aware that their uses of PHSU computing resources are not completely private. While incidental and occasional personal use of such resources is permissible, personal communications and data transmitted or stored on PHSU technology resources are treated as business communications, those who use PHSU information technology resources do not acquire and should not expect, a right of privacy.

While PHSU does not routinely monitor individual usage of its computing resources, the normal operation and maintenance of the institution's computing resources require the backup and caching of data and

communications, the logging of activity, the monitoring of general usage patterns and other such activities that are necessary for the provision of service. The Network, Internet and Email activities will be monitored to ensure and safeguard the best use of technological resources and the compliance of policies and regulations.

PHSU may also specifically monitor the activity and accounts of individual users of PHSU computing resources, including individual login sessions and the content of individual communications, without notice, when:

1. It reasonably appears necessary to do so to protect the integrity, security, or functionality of PHSU or other computing resources or to protect the university from liability.
2. There is reasonable cause to believe that the user has violated or is violating this policy.
3. An account appears to be engaged in unusual or unusually excessive activity.
4. It is otherwise required or permitted by law.

Ponce Health Sciences University exercises no control whatsoever over the content of the information passing through its network or the Internet. Ponce Health Sciences University makes no warranties of any kind, whether expressed or implied, for the service it is providing. Ponce Health Sciences University also disclaims any warranty of merchantability or fitness for a particular purpose. Ponce Health Sciences University will not be responsible for any resulting damages. This includes loss of data resulting from delays, non-deliveries or service interruptions caused by its own negligence, power or telephone company failures, acts of God or your errors or omissions.

Ponce Health Sciences University network services may only be used for lawful purposes in accordance with the Telecommunications Act, Higher Education Act and any applicable law. Transmission of any material in violation of any U.S., Puerto Rico, or any other country regulations is prohibited. You agree to indemnify and hold harmless Ponce Health Sciences University from any claims resulting from your use of the service, which damages you or another party.

Any access to other networks through the Ponce Health Sciences University network must comply with the rules appropriate for that other network. Whenever you are shipping software (or, for that matter, ideas) from one place to another, you must consider intellectual property and license issues. Use of any information obtained via the Ponce Health Sciences University network is at your own risk. Ponce Health Sciences University specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Penalties

Any student who abuses the privilege of Institution-facilitated access to Computer, Network, E-mail and Internet Resources, or who makes, acquires, or uses unauthorized copies of software will be subject to disciplinary action as appropriate under the circumstance. Such discipline may include the extended loss of access to computing services, disciplinary actions, expel or discharge.

Any student that is found guilty of illegal distribution of copyrighted material is vulnerable to criminal and civil penalties.

Definitions

- **Chain letter** – is an email directing recipients to send out multiple copies of it so its circulation increases exponentially
- **Spam** – is the use of email systems (including most broadcast media, digital delivery systems) to send unsolicited bulk messages indiscriminately.
- **Peer-to-Peer (P2P)** – is a file sharing network. It is a networking technology that normally uses a decentralized communication model. What is meant by this is that there isn't any central server involved and all computers in the network act as both server and client. An example of a pure decentralized P2P network is the BitTorrent.
- **Shareware or Free-to-try software** – is copyrighted software that is distributed freely through Internet and online systems

Withdrawal, Drop and Add Policy

Withdrawal from School

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

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

- f. The student must settle all financial obligations with PHSU or no transcripts or certifications will be issued.
- g. The withdrawal is allowed until the last day of class (semester/trimester), before start the final exams.

Drop and Add

Medical students are not permitted to withdraw from individual courses. Exceptions are made when students are permitted to transfer to a five-year program. A “W” of Withdrawals will not be posted on the academic record.

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

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

After the first day of semester/trimester, added course must be paid in full at the time of the added. The maximum time allowed adding a course is the first week of the semester/trimester.

Withdrawal

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

Student Services and Activities

Student Services

Admission

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

Refer to specific admission requirements on the academic programs section

ACADEMIC PROGRAMS AND COURSES.

You can also contact the Admissions Office staff at:

María L. Colón
Admissions Officer
admissions@psm.edu
787-840-2575, extension 5743

Registrar

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

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

- Prepare and maintain custody of all academic records following the regulations of Buckley Amendment (Buckley Law).
- Coordinate Registration Procedures.
- Coordinate Veterans Services.
- Provide certifications of Enrollment, Class Lists and Deferrals.
- Prepare the evaluation of records for promotion and graduation.
- Certify Degrees and Academic Standing.
- Certify Enrollment for USMLE Part I and II.
- Prepare, maintain and distribute the Official Transcript.
- Receive, record and secure documentation for final course grades.
- Establish policies for access to student Academic Record in accordance with Federal Ed Rights and Privacy Act (FERPA).

Certifications

A fee of \$5.00 will be charged to students who request academic certifications or certification of enrollment for other purposes. Certification for Income Taxes will be free of charge. Certifications for verification of Degree follows the same steps as for enrollment certification. (Must fill a request form and pay \$5.00)

Transcripts

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

1. Students who need official transcripts of their record for personal use or official use must fill a transcript request form at the Registrar's Office and must pay \$10.00 for each copy at the Finance Office. The Registrar's Office requires five working days for processing the transcript request. No transcripts will be sent through fax.
2. Official transcripts must bear school seal and will be sent directly to the Institution requested by the student.

3. Transcripts requested for personal use of the student will be handed to the student personally; if the student authorizes another person to come for the transcript, a written authorization is needed and the person must have identification. Transcripts handed to the student must be labeled “student copy”.
4. Student undergraduate transcripts are confidential records kept for exclusive use of Ponce Health Sciences University Registrar’s Office and will not be given to the applicant or third person under any circumstances.
5. No transcripts or certifications will be honored if the student has outstanding debts.

[Download Transcript Request Instructions](#)
[Download and fill out Transcript Request Form](#)
and send it by email at: registrar@psm.edu

Student Financial Aid

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

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

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

Financial Needs Analysis

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

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

The student cannot receive financial assistance in excess of the determined “Financial Need”. If according to this formula, the student does not demonstrate financial need, the student may only qualify for non-

need based programs of financial aid. The total need based and non-need based funds allocated cannot exceed the total educational budget as approved by PHSU.

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

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

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

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

Cost of Education

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

Applying for Financial Aid

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

1. All Students:
 - a. Complete the **FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)**.
 - b. Submit PHSU required forms to the Office of Student Financial Aid by deadline date.

2. New Entrance Students:
 - a. You must fulfill the Entrance Counseling and Master Promissory Note prior to the disbursement of the student loan funds. If you cannot access the website, please arrange a personal interview with a staff member of the OSFA.

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

1. Must be a U.S. citizen or eligible non-citizen.
2. Must be enrolled at least half-time.
3. If currently enrolled, must maintain satisfactory academic progress according to the norms established by the University.
4. Cannot be in **DEFAULT** to any federal loan program or **OWE ANY REFUND** to any federal grant program at any previously attended institution.
5. Male students between the ages of 18 to 26 years, who are not presently a member of the armed forces, must register with the Selective Services. (www.sss.gov).
6. Have a valid Social Security Number.
7. Not be convicted of an illegal drug offense.
8. Sign a statement on the **Free Application for Federal Student Aid** (FAFSA) certifying that the federal funds received will be used only for educational purposes.
9. Foreign students must present a copy of their citizen documents or permanent resident visa. A foreign student soliciting a student loan, not having these documents, must provide documentation from the U.S. Department of Immigration and Naturalization and a co-signer that meets the citizenship requirements of the lending institution.
10. Demonstrate financial need for any need-based program

Financial Aid Available

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

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

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

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

Loans

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

1. Federal Loan Changes

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

a. Graduate and Professional Students Only:

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

b. Loss of "origination fee rebate" affecting Stafford, Grad PLUS:

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

c. Loss of interest rate reduction:

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

We recommend that students monitor their Federal Loan borrowing history online at http://www.nslds.ed.gov/nslds_SA/

2. Unsubsidized Stafford Loans

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

3. Aggregate Amount of Loans

The medical student may obtain an aggregated \$224,000.00 in Stafford Loans of which \$65,500.00 can be Subsidized and \$158,500.00 Unsubsidized. The other PHSU Graduate Programs have an aggregated limit of \$138,500.00, of which \$65,500.00 are Subsidized Stafford Loans. The aggregated debt limit includes ALL LOANS, both undergraduate and graduate levels.

4. Graduate Plus Loan

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

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

5. Alternative Loans

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

Graduate Assistantships/Fellowships

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

Financial Aid Policies-General Policies

1. Awards will be made to those applicants that meet the Satisfactory Academic Progress policy of the University.
2. Students requesting consideration for institutional, state and or any other scholarship program must provide confidential parents’ economic information on their FAFSA (initial or renewal application), as well as, the PHSU application. Documentation to collaborate the parents’ information must be presented.
3. Cancellation of any loan may result if the student fails to sign the Master Promissory Note (MPN), the Disclosure Statement or any other document required by the lending institution.
4. Cancellation of an award may result if the student or parents misrepresent and or provide false or incorrect information on any document. Since PHSU uses the FAFSA for establishing the student’s aid eligibility and allocates funds received from the U.S. Federal Government, any misrepresentation may be subject to sanctions under provisions of the United States Criminal Code.
5. The student provides authorization for funds to be accredited to the student’s account.

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

Privacy of Information

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

Leave of Absence

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

Suspension of Eligibility for Drug-Related Offenses

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

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

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

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

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

Appeal Procedure

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

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

Refund Policy

Please refer to the PHSU REFUND POLICY section.

Resource Links

1. Guarantee Services
 - Pennsylvania Higher Education Assistance Agency
 - Great Lakes Educational Loan Services, Inc.
 - Sallie Mae
2. Scholarships/Grants
 - [Financial Aid Information](#)
 - [Scholarship Services](#)
 - [Grants - Fellowships, etc](#)
3. Government Information
 - [Scholarships, loans, grants, etc.](#)
 - [Grants](#)
4. Professional Health Organizations
 - [Medicine](#)
 - [Public Health](#)
 - [Psychology](#)
 - [Biomedical Sciences](#)

Student Affairs

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

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

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

The personnel from OSA are available to meet and provide the adequate resources to fulfill the student's need.

Use and Management of Social Security Number Policy

PONCE HEALTH SCIENCES UNIVERSITY (PHSU) is committed to maintaining the privacy and confidentiality of Social Security numbers (SSNs). PHSU is cognizant of the risk the improper disclosure of SSNs can have on individuals who have entrusted the information to PHSU, including the risk of identity theft. The collection, management and display of SSNs be controlled and that the use of a SSN as an identification number is limited. A SSN may not be used as a primary identifier in a University system and never be used on any public list.

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

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

Scope

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

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

Requirements for Appropriate Use and Management of Social Security Numbers ("SSNs")

1. Collection of SSNs for University records

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

- 1.2 PHSU employees authorized to collect SSNs may request a SSN during the execution of their duties if a primary means of identification, such as the UPI number, is not known or available.
- 1.3 PHSU employees may not collect SSNs, except for those purposes noted below. Enrollment: Those wishing to enroll in academic offerings at the
 - 1.3.1 PHSU- both credit and non-credit - may be required to provide a SSN for secondary identification purposes. IRS regulations require PHSU request a SSN as a Taxpayer ID number for use in tax reporting. In addition, any student applying for Financial Aid must provide a SSN to the University. If a person enrolling in PHSU academic offering - credit or non- credit - cannot provide a SSN, certain services, such as transcripts, enrollment verification, tax reporting and financial aid may not be available to the individual and the University cannot guarantee a complete academic record for the individual.
 - 1.3.2 Immigration Law: A SSN may be collected as necessitated by immigration law or regulations.
 - 1.3.3 Certification Exams/Cooperative Experiences/Internships: A SSN is required to be collected and reported for students who are taking certification exams if mandated by the certifying agency. Students participating in internships OR Coop experiences may also require the student to provide a SSN for the other entity.
 - 1.3.4 Employment: Any person employed by PHSU must provide a SSN as the taxpayer ID number as directed by the IRS. This includes all employees, including part-time and student employees. Providing the SSN is a condition of employment. Applicants for employment must also provide a SSN, if requested, for mandatory background checks.
 - 1.3.5 Employee Benefits: If required by a benefits provider, the SSNs of dependents may be collected to receive service. PHSU may also release an employee's SSN to benefit providers.
 - 1.3.6 Payment for Personal or Professional Services: Any person providing services to PHSU as an independent contractor, invited speaker (honorarium) or research subject for which payment will be made, must provide a SSN as the taxpayer ID number per IRS regulations. These taxpayer ID numbers will be stored in the Finance Department as part of the vendor record.
 - 1.3.7 Other Entities: The SSN may be released to entities outside PHSU where required by federal or state law, regulation or procedure, or if the individual grants permission.

2. **Maintaining the Security and Privacy of SSNs**

- 2.1 All records containing SSNs, whether on or off-line, will be considered confidential information and should be maintained appropriately to protect the confidentiality and integrity of this information.
- 2.2 PHSU will take reasonable precautions to protect SSNs for all individuals who provide it.
- 2.3 A SSN may not be used as a primary identifier in PHSU system.
- 2.4 If and when records including SSNs are no longer needed, disposal of the records must follow University information retention and destruction policies and procedures.

- 2.5 SSNs are considered to be confidential data and may not be used for purposes of data mining.
- 2.6 SSNs may not be used, in part or in whole, as a user ID or password for accessing a computer system or for generating any type of identifier.
- 2.7 SSNs in their entirety or in any portion may not be used nor posted where they can be exposed to the public, including time cards, class rosters, grade rolls and bulletin board announcements.
- 2.8 SSNs may not be used as an identifier for the collection of data for research or academic purposes.

3 Security Controls for Computer Systems Maintaining SSNs

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

4 SSNs Shared with Third Parties

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

Sanctions

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

Additional Information

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

Alumni

Alumni Association

The PHSU Alumni Association of graduates of former students often organizes social events, publishes newsletters or magazines and raises funds for the organization.

Leaders and Best

PHSU Alumni are spread throughout the state and nationwide, they are engaged in an array of high ranging positions as innovative scientists, researchers, psychologists and outstanding physicians practicing their medical specialty and subspecialty while, taking part of the educational programs of many governmental and private institutions.

Make Gift Online

The PHSU Alumni financial support is key in the development of our mission in the education of our students and service to the community.

Update Your Alumni Record

To learn more about the PHSU Alumni Association and update your record, please email brivera@psm.edu

Student Activities

Eligibility for Extracurricular Activities

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

Student Organizations

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

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

Students Associations

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

National membership in AMSA provides many advantages. Members receive *The New Physician*, AMSA's national magazine, each month. Other benefits include discounts on certain medical texts, availability of

health and life insurance and opportunities for students wishing to spend a few months working abroad. AMSA is open to all medical students and their participation is welcome.

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

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

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

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

Specialty Interest Groups have the purpose of helping the medical student learn more about the specialty as a career of choice. It also prepares the students for the resident matching process and promotes activities in the community. Some interest groups are Family Medicine, Surgery, Pediatrics, Internal Medicine and others.

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

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

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

Student Government

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

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

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

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

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

Cultural, Social and Sport Activities

All interested students can become members of the Cultural Extension Program sponsored by the Pontifical Catholic University of Puerto Rico (PUCPR). This program contains a variety of presentations including movies and concerts. The sports facilities at PUCPR may also be used for a fee set by PUCPR. Several activities have been organized by the student organization such as: Welcome Party, Sport Tournament, Halloween Costume Party, Christmas Lighting, Table Tennis Tournament, Valentine's Day Party, Film Presentation, etc.

Awards

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

Academic Programs and Courses

Doctor in Medicine (MD)

Mission

To provide a culturally-competent medical education that generates high impact research and clinical services to the populations we serve. We will accomplish our mission by promoting diversity in our student and faculty bodies while offering a rich interdisciplinary environment that delivers an innovative, technology-driven health sciences curriculum that prepares students to be ethical practitioners and scientists.

Vision

To be recognized as a world leader in the delivery of bilingual culturally-competent medical education.

Program Description

The Medical Education Program at Ponce Health Sciences University (PHSU-SOM) is a 4-year program with emphasis in primary care and duration of 166 weeks. It grants a doctor of medicine degree (MD degree). The Program consists of two years of pre-clinical (basic science) courses in the core disciplines of Gross Anatomy, Histology and Cell Biology, Biochemistry, Physiology, Pathology, Pharmacology, Microbiology/Immunology and Neurosciences.

The pre-clinical years provide integration of clinical content and early clinical experiences through Pathophysiology, Introduction to Clinical Medicine, Behavioral Sciences and Basic Psychiatry. Longitudinal programs in Preventive and Community Medicine, Problem-Based Learning, Geriatrics and Medical Ethics are integrated in the educational program of the first two years.

The third year provides the core clinical clerkships, Pediatrics, Internal Medicine, Obstetrics and Gynecology, Family Medicine, Psychiatry and Surgery. The fourth year complements these core clinical experiences with Internal Medicine, Emergency Medicine, Radiology, Surgical Subspecialties and Primary Care Selective. Five months of elective rotations provide additional clinical experiences in several subspecialty fields.

Medical Education Program Objectives

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

By the time of graduation, students are expected to:

1. Explain the normal structure and function of the body and of each of its major organ systems; as well as the molecular, biochemical and cellular mechanisms that are important in maintaining the body's homeostasis.
 2. Explain the genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative and traumatic causes of disease states and their pathogenesis.
 3. Identify epidemiological and other factors that place individuals at risk for disease or injury, select appropriate tests for detecting risks and determine preventive strategies for responding appropriately.
 4. Interpret the results of commonly used diagnostic studies.
 5. Formulate appropriate management strategies in the care for patients with common conditions, both acute and chronic, including pain and rehabilitation.
 6. Describe the mechanisms by which therapeutic agents work and apply the principles of pharmacology in patient care.
2. Patient Care: Students must be able to provide patient care that is compassionate, appropriate and effective for the promotion of health and for the treatment of health problems.

By the time of graduation, students are expected to:

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

3. Interpersonal and Communication Skills: Students must demonstrate interpersonal and communication skills that result in the effective interchange of information and collaboration with patients, their families and health professionals.

By the time of graduation, students are expected to:

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

By the time of graduation, students are expected to:

1. Demonstrate capacity to accept personal limitations and continuously improve one's medical knowledge and clinical skills.
 2. Identify the information resources and tools available to support life-long learning and self-improvement.
 3. Review and incorporate the most current and relevant evidence based information in the diagnosis and management of patients.
 4. Explain how to conduct clinical and translational research, its scientific and ethical principles and apply the results and evidence derived from those studies to patient care.
2. Systems-based Practice: Students must demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.

By the time of graduation, students are expected to:

1. Work effectively in various health care delivery systems.
2. Deliver patient care according to the regulations and resources of health care systems.
3. Advocate for quality patient care and assist patients in dealing with system complexities.

4. Promote cost-effective health care and optimal resources allocation.
 5. Formulate appropriate management strategies for patients with clinical conditions that require short and long-term rehabilitation.
 6. Identify and assess factors that place patient's safety at risk and select appropriate interventions to minimize them
 7. Collaborate with colleagues, health care providers and other professionals to assess and coordinate patient care.
3. **Professionalism:** Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles and sensitivity to a diverse patient population.

By the time of graduation, students are expected to:

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

Admission Requirements

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

1. Bachelor Degree (BS or BA)

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

(BA / BS) will be given preference. Within the studies of the degree all applicants are requested to have completed the following courses:

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

*Revised: December 20, 2016

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

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

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

2. Fully bilingual in English and Spanish (read, write, speak and understand)
3. Minimum GPA of 2.7 (on a four-point scale) is required for applying; our average is 3.5.
4. Minimum SGPA of 2.7 (on a four-point scale) is required for applying; our average is 3.3.
5. Minimum MCAT score of 494 will be required to be eligible.
6. Required immunizations prior to admission:
 - a. Tdap booster
 - b. MMR (2 doses)
 - c. Hepatitis B (3 doses)
 - d. Varicella (2 doses)
 - e. Polio (if under 21 years old)

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

Selection Criteria

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

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

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

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

How to Apply

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

The AMCAS application deadline is DECEMBER 15 of the year prior to the requested admission date. We do not use a secondary application but the following documents will be requested after the AMCAS application is received at the Admissions Office:

1. US\$100 Application Processing Fee (Check or Money Order payable to Ponce Health Sciences University). Non-refundable.
2. Official Transcript (s) – You must send an official copy directly to the Admissions Office. These are besides the one(s) you sent to AMCAS. If at the present time, you are enrolled in classes that are necessary to complete your degree or prerequisites, you must also send a transcript once you complete the courses or degree.
3. Letters of Recommendation (a minimum of three) - Your letter authors can forward your letters to AMCAS in one of the following ways:
 - a. AMCAS Letter Writer Application: This application enables letter authors to upload PDF versions of letters to AMCAS rather than send letters via the mail.
 - b. Interfolio or Virtual Evals (VE)
 - c. Regular Mail: Make sure your letter author has a copy of the AMCAS Letter Request Form, which includes your AAMC ID and AMCAS Letter ID. Your letter writer should include this form when sending your letter in order to guarantee that your letter is correctly matched to your application.

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

An AMCAS CRIMINAL BACKGROUND CHECK (Certiphi Screening) will be conducted once the applicant is accepted. If a criminal record appears in the results of the background check, the acceptance will be revoked.

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

1. Written confirmation of acceptance and a deposit of \$100.00 to secure your seat in the entering class.
2. Physical Exam
3. Evidence of up to date immunization certificate, including Hepatitis B.
4. Other documents will be notified as pertinent

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

Graduation Requirements

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

1. Have attended eight regular semesters (or equivalent of medical instruction in four or five separate years), have attended the practical instruction in all departments and have satisfactorily completed all course work and examinations as required by the faculty.
2. Pass all required examinations.
 - a. Taking and passing the USMLE Step 1 examination as a requirement for promotion to the second semester of the first clinical year (usually the third year). (Academic Senate Certification 2012-2)
 - b. Taking and approving the USMLE Step 2CK examination as a requirement for graduation (Academic Senate Certification 97-98-1 March 16, 1998)
 - c. Taking and passing a Clinical Practice Examination (CPX) to be given at the end of their Third Academic Year as a requirement for graduation.
 - d. Taking the USMLE Step 2CS examination as a requirement for graduation.
3. Have shown a behavior considered acceptable to academic instructors and supervisors.
4. Have received the recommendation of the Medical University Faculty as presented to the Promotions Committee. The Committee reviews both cognitive and attitudinal aspects of performance. The decisions on each student are then submitted to the Dean for the corresponding administrative process.
5. Have settled all financial and library obligations with Ponce Health Sciences University.

6. Attend the commencement program.

USMLE Requirements

United States Medical Licensing Examination (USMLE) Policy

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

Comprehensive Basic Sciences Examination

1. All medical students must take the Comprehensive Basic Science Examination (CBSE) developed by the National Board of Medical Examiners (NBME), as a USMLE Step 1 performance indicator.
2. The Office of Medical Education coordinates the administration of the test that is offered several times during the second semester of the last pre-clinical year.
3. The test score along with the students' academic performance during the first years of medical studies will be used to assess the readiness of the student to take and pass the USMLE Step 1.
4. The required scores to be authorized to take the USMLE Step 1 are revised annually and are based on PHSU-SOM student's outcomes in the past academic years.
5. Students who pass all preclinical courses and have not interrupted the regular medical curriculum program of studies will be allowed to enroll in the clerkships the first semester of the first clinical year, for which taking or passing USMLE Step 1 will not be required.

USMLE Step 1

It is the student responsibility to apply to take the USMLE Step 1 through the Licensing Examination Services at the USMLE website and select the eligibility period.

1. For students authorized to take the USMLE Step 1, it is strongly recommended to take it before the beginning of the course: Introduction to Clinical Practice, offered at the end of July.
2. Students will not be excused from scheduled academic activities to study or take the examination after the beginning of courses and clerkships. USMLE Step 1 is offered Saturdays, Sundays and holidays.
3. To register in the clerkships for the second semester of the first clinical year (January to May), the students are required to have a passing score in the USMLE Step 1 examination.
4. The registration for the second semester is in December. The official registration dates are published by the Registrar Office.
5. Those students who don't take or fail the USMLE Step 1 or the score is not available by the commencement of the second semester of the first clinical year cannot register in the clinical clerkships for the second semester. Students must contact the Registrar Office for the options for review courses.

6. For those students who have interrupted the regular medical curriculum program of studies, it will be required to have a passing score in the USMLE Step 1 examination to enroll in the clerkships for the first semester of the first clinical year (August to December).
7. The registration for the fall semester is in July and the official registration dates are published by the Registrar Office.
8. Students have a maximum of three opportunities to pass the USMLE Step 1.
9. Students are not allowed to be more than one year out of the regular medical curriculum program of studies unless for an approved medical LOA.
10. Students who fail the USMLE Step 1 for the third time and/or have been one year or more out of the regular medical curriculum program of studies will be referred to Students Promotion Committee for consideration of dismissal from the Medicine Program.

USMLE - Step 2

The USMLE Step 2 has two components: Clinical Knowledge (CK) and Clinical Skills (CS).

1. All medical students must take and pass the USMLE Step 2-CK component as a requirement for graduation.
2. It is strongly recommended that the students take the USMLE Step 2-CK no later than August 30, of the year they will start applying to residency programs, in a way the score is available when the Electronic Residency Application System (ERAS) opens and the interviews for residency programs begin.
3. The last opportunity to take and pass the USMLE 2-CK examination to complete this graduation requirement with the May graduating class will be the last week of April of the corresponding graduation year.
4. All MD students must take the USMLE Step 2-CS component as a requirement for graduation.
5. It is strongly recommended the students take USMLE Step 2-CS no later than November 30, of the fourth/last academic year.
6. All MD graduating students must take USMLE Step 2-CS to graduate; however, a passing grade will not be required.

Clinical Practice Examination

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

Grading System

Medicine program defines grades of courses based on the following system:

Grade	Percentage	Points
H	90-100	Honor
P	70-89	Pass
F	69 and below	Fail
E	Extended	
I	Incomplete	
W	Withdrawal	
AW	Administrative Withdrawal	
R	Repeated	Modifier to another grade

Satisfactory Academic Progress Policy

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

General Requirements

1. Time Frame for completion of the Academic Program

A medical student will be allowed a maximum time frame of two semesters of enrollment beyond the standard required for the completion of the program. Summer enrollment is considered part of the academic year for the purpose of this measure.

For transfer students, the total years for completion of a degree include those years accredited on admission to MD Program.

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

2. Completion of Program Requirements

a) Course Requirement

Students must complete **all courses** within the established time frame.

b) Performance Requirement

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

c) Medical Licensure Exam Requirement

A passing score for USMLE Step 1 is required to enroll for the second semester of the first clinical year. A passing score for USMLE Step 2 CK and taking the USMLE Step 2 CS are required for graduation.

d) Professional Behavior Requirement

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

e) Clinical Practice Examination (CPX)

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

Grade Requirement

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

An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must complete the “I” (Incomplete) by the following semester or an - “F” will be recorded for that course. The “I” (Incomplete) grades are part of the academic record as are the final grades.

Academic Probation

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

- a. If the student fails one course, he/she should remediate the deficiency during the summer time.
- b. If the student fails two or more courses or fails a course a second time, he/she may be considered for either repetition of courses or dismissal.
- c. If the Students Promotion Committee determines that the student must repeat one or more courses during the summer or the next academic year, the student is considered in academic probation.
- d. If the Students Promotion Committee determines to dismiss the student from the medical program, the student must be informed about his/her right to appeal.
- e. If the dismissal decision is reversed by the due process, the student will be considered in academic probation.

Appeal Process for Academic

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

The appeal or due process presented below must be followed.

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

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

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

Any decision will be reported to the student in writing. The decision made by the Dean of Medicine is final.

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

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

Financial Aid Eligibility

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

Enforcement

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

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

Rev. May 5, 2016 by the Executive and Policy Committee of the School of Medicine

Tuition and Fees

For more details of PHSU tuition and fees please refer to: <http://psm.edu>

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

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

Curriculum

First Academic Period: Begins July, Duration, 40 weeks

FIRST SEMESTER			SECOND SEMESTER		
CODE	COURSE TITLE	CREDITS	CODE	COURSE TITLE	CREDITS
ANA 601	Gross Anatomy, Embryo. & Imaging	9	PHY 602	Neuroscience	5
BCH 612	Medical Biochemistry I	5	BCH 614	Medical Biochemistry li	5
ANA 605	Histology & Cell Biology	4	PSY 610	Behavioral Science	3
MED 630	Clinical Correlation I	2	MED 631	Clinical Correlation li	1
PHY 692	Physiology I	4	PHY 6940	Physiology II	4
FCM 719	Community Medicine I	2	FCM 720	Community Medicine li	2
			MIC 642	Microbiology I	4
			MED 635	Medical Ethics I	1
			HIS 919	Interprofessional Perspectives in Health Disparities	1
TOTAL		26	TOTAL		26

Second Academic Period: Begins July, Duration, 40 weeks

Includes a 4-week period reserved for a USMLE review course (Skills Development Course)

FIRST SEMESTER			SECOND SEMESTER		
CODE	COURSE TITLE	CREDITS	CODE	COURSE TITLE	CREDITS
PHA 781	Pharmacology I	5	PHA 782	Pharmacology II	3
PSY 713	Basic Psychiatry I	2	PSY 714	Basic Psychiatry II	2
MIC 643	Infectious Diseases I	4	MIC 644	Infectious Diseases II	2

FIRST SEMESTER			SECOND SEMESTER		
CODE	COURSE TITLE	CREDITS	CODE	COURSE TITLE	CREDITS
MED 732	Introduction to Clinical Skills I	4	MED 733	Introduction to Clinical Skills II	2
FCM 721	Family & Community Medicine I	2	FCM 722	Family & Community Medicine II	2
MED 734	Fundamental Pathophysiology for Clinical Medicine I	3	MED 735	Fundamental Pathophysiology for Clinical Medicine II	3
PAT 761	Pathology I	5	PAT 762	Pathology II	4
MED 736	Medical Ethics I	1	SKD 090	Skills Development	4
TOTAL		26	TOTAL		22

Summer

CODE	COURSE TITLE	CREDITS
ICP 080	Introduction to Clinical Practice	2

Third Academic Period: Begins July; Duration, 40 weeks

FIRST SEMESTER			SECOND SEMESTER		
CODE	CLINICAL CLERKSHIP	CODE	CLINICAL CLERKSHIP	WEEKS	CREDITS
PED 872	Pediatrics	PED 872	Pediatrics	8	10
OBG 852	Obstetrics Gynecology	OBG 852	Obstetrics Gynecology	8	10
MED 833	Internal Medicine	MED 833	Internal Medicine	8	10
SUR 816	Surgery	SUR 816	Surgery	8	10
PSY 813	Clinical Psychiatry	PSY 813	Clinical Psychiatry	4	5
FCM 822	Family Medicine	FCM 822	Family Medicine	4	5
PDV 918	Professional Development I	PDV 919	Professional Development II	40	2
TOTAL	26 CREDITS	TOTAL	26 CREDITS		52

Fourth Academic Period: Begins July; Duration, 44 weeks

Required Clerkships*

FIRST SEMESTER			SECOND SEMESTER		
CODE	CLINICAL CLERKSHIP	CODE	CLINICAL CLERKSHIP	WEEKS	CREDITS
MED 934	General Internal Medicine	MED 934	General Internal Medicine	4	5
MED 973	Emergency Medicine	MED 973	Emergency Medicine	4	5
RAD 901	Clinical Radiology	RAD 901	Clinical Radiology	4	5
MED 974	Primary Care Selective in Medicine, Pediatrics, Fam. Medicine or Ob-Gyn	MED 974	Primary Care Selective in Medicine, Pediatrics, Fam. Medicine or Ob-Gyn	4	5
ELE 976	Electives (5 Rotations, 4 Weeks Each)	ELE 976	Electives (5 Rotations, 4 Weeks Each)	20	25
	**Unscheduled Time		**Unscheduled Time	8	10
TOTAL	30 CREDITS	TOTAL	25 CREDITS		55

*All required rotations have to be taken in Ponce Health Sciences University clinical sites or affiliated institutions. Two required clerkships must be taken per semester.

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

Course Descriptions

Department of Basic Sciences

Anatomical Sciences

ANA 601 Human Gross Anatomy, Embryology and Imaging

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

ANA 605 Histology and Cell Biology

Study of the many different aspects of the internal structure of cells, tissues and organs in the human body, presenting a comprehensive survey of many of their complex interrelationships. Lectures, clinical correlations, and laboratories sessions.

PHY 602 Neuroscience

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

Biochemistry

BCH 612/614 Medical Biochemistry I & II

The Medical Biochemistry courses are presented to medical and graduate students in their first year. The courses are divided in the following units: Structural and functional relationships of proteins, Energy generation and storage from carbohydrate metabolism, Energy Generation and storage from lipid metabolism, Nitrogen metabolism, Gene expression and control, and Medical Genetics. In these courses, medical aspects are emphasized to build up the necessary background for future application in other basic sciences and clinical courses. The courses are delivered in the form of recorded lectures with

accompanying in class-sessions using the flipped classroom model, together with small group discussions of clinical cases. One of the main intentions of the small group discussions is for the medical students to apply the biochemical concepts learned in lectures to understand the molecular basis of a given disease. PhD students, on the other hand, will be required to attend and participate of the discussions of research papers in relevant areas of modern Biochemistry.

Microbiology

MIC 642 General Microbiology

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

MIC 643/644 Infectious Diseases I & II

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

Pathology

PAT 761/762 Pathology I & II

The Pathology Courses are taught at the second year level consisting of lectures, laboratory periods, and large group discussions. The first part introduces the student to the study of disease. Particular emphasis is given to basic and general pathologic reactions to noxious stimuli. The second part is known as Systemic Pathology. In this portion the subjects taught are coordinated with didactic presentations of the basic sciences, clinical departments and Pathophysiology. Clinical Laboratory Diagnosis is integrated with Systemic Pathology. This affords the opportunity for a close correlation in the teaching of disease entities. The didactic lectures are completed with gross and microscopic organ review, clinical laboratory exercises, and large group discussions.

Pharmacology

PHA 781/782 Pharmacology I & II

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

Physiology

PHY 692/694 Physiology I & II

These are two courses, one-semester-long each, presented to medical students in their first year. The course consists of recorded lectures, In-Class sessions using audience response systems, Self-Directed Learning, Small Group Discussions, Labs, plus examinations (including NBME subject exam in Physiology). The content is designed for medical students, but is also a required course for the students in the Master Program in Medical Sciences and the graduate students in the Biomedical Sciences. Areas to be covered will include: For Physiology I: cell and muscle, cardiovascular, respiratory, and for Physiology II: renal, acid-base balance, gastrointestinal, endocrinology, and reproduction. Clinical examples that illustrate the physiological principles are given.

Department of Emergency Medicine

MED 973 Emergency Medicine – Fourth Year

The goal of this rotation is to learn the principles of addressing the undifferentiated emergency patient, acquiring the skills to recognize truly ill patients requiring further inpatient management from those who can be treated and discharged. The course will familiarize the student with Emergency and Admission Room procedures consisting of: history, physical examination, diagnostic measures, treatment when needed (emergency or otherwise) and disposition of case (home, hospitalization, outpatient clinics, office care). Pre-Requisite: 3rd year Clinical Clerkship, Duration: 4 weeks

Department of Family and Community Medicine

FCM 719/720 Community Medicine I & II

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

FCM 721 Family and Community Medicine I

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

FCM 722 Family and Community Medicine II

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

FCM 822 Third Year Family Medicine Clerkship

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

FCM 974 Primary Care Selective in Family Practice

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

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

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

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

Clinical activities during the rotation may also involve assessing patients in a variety of other health care settings including private homes, schools, nursing homes, shelters, emergency rooms. Duration: Four weeks' block rotation throughout the year

Department of Internal Medicine

ICP 080 Introduction to Clinical Practice (Second Year - Summer Course)

This is a required learning experience for medical students before they start the clinical rotations. The purpose is to give the medical students the basis of clinical practice, including record management, universal precautions, legal aspects of the practice of medicine and progress note writing among others. The students will learn the principles of evidence-based medicine and practice literature searching, critical appraisal of the medical literature and its clinical applications. An intensive course of electrocardiograph

is offered, at the end of which the student is to have basic electrocardiograph knowledge that will help him in his clinical experiences and his future growth in this field. Learning activities are didactic presentations and workshops, hands on experiences and independent study.

MED 833 Third Year Internal Medicine Clerkship

Each student will be assigned to a Health Care Teaching Unit which consists of an Attending Physician, a Medical Resident, Intern and 2-3 students to provide Health Care to a number of inpatients (7-10 patients/Health Care Teaching Unit). They will be directly supervised by the Resident and Attending Physician. The student's work up will be corrected, and final copy signed by the medical resident and attending physician before it is made part of the Hospital Record. Progress notes written by the student must be counter signed by residents before being official. Students are expected to have a minimum of two new patients per week. Duration: 8 weeks' rotation at two different sites.

MED 934 Fourth Year Internal Medicine Clerkship

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

MED 974 Primary Care Selective in Internal Medicine

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

RAD 901 Clinical Radiology

This is a four weeks' course in which senior medical students are exposed to clinical radiology via an apprentice model, based in the office and hospital practice of radiology faculty. Students gain an understanding of the mechanism and radiographic manifestation of common pulmonary, cardiovascular, gastrointestinal, genitourinary, musculoskeletal and neurologic problems. Course Duration: 4 weeks

Department of Obstetrics and Gynecology

OBG 852 Obstetrics and Gynecology Clerkship-3rd Year

The Department of Obstetrics and Gynecology is one of the clinical departments of the Ponce Health Sciences University. It is composed of a core group of clinicians who are members of the academic staff of the medical school, in private practice and/or in the teaching staff at the Ob-Gyn residency program at the New San Lucas Hospital. Residents and Interns also participate in the teaching of students.

The principal goal of the department is to provide the students with the core knowledge and skills in Obstetrics and Gynecology that are essential to every primary care physician. Students interested in pursuing a career in Obstetrics and Gynecology is encouraged to enroll in senior electives that will facilitate their decision to apply for a residency in our specialty. Duration: Eight Week Rotation

OBG 974 Primary Care Selective in OB-GYN

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

Department of Pediatrics

PED 872 Third Year Pediatric Clerkship

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

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

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

PED 974 Primary Care Selective in Pediatrics

This elective allows the student to participate in the care of pediatric patients in a setting where primary care pediatrics is practiced. Students will assume the care of pediatric patients in the ambulatory and inpatient settings of primary and secondary community hospitals, under the supervision of an academic physician.

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

Department of Psychiatry

PSY 610 Human Behavior

This course is designed to teach medical students the basic principles of behavioral and social science as these relate to the physician's professional role. It provides the medical students with the opportunity to perceive man in a holistic way, with emphasis in the different areas of behavior.

PSY 713/714 Basic Psychiatry I & II

The student will build on the knowledge acquired in the first year course of Behavioral Sciences and amplify his/her knowledge integrating psychopathology, classification of psychiatric disorders, diagnosis, therapeutic options. The major psychiatric syndromes including neurodevelopmental, disruptive, psychotic, mood, and personality are discussed through a series of lectures and group activities.

Diagnostic criteria, epidemiology, signs and symptoms, as well as treatment and prognosis are reviewed along with biological and psychosocial knowledge of each psychiatric syndrome.

PSY 813 Clerkship Psychiatry

The student will integrate previously learned material and skills in a clinical setting and participate actively in the evaluation and treatment of patients during their 4 week rotations at the medical school's outpatient clinics. Pre-requisites: Behavioral Science (610) and Basic Psychiatry (713). Duration: 4 Week

Department of Surgery

SUR 816 Clinical Clerkship in Surgery

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

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

This clerkship is offered at Damas Hospital and Saint Luke's Hospital in Ponce, which are tertiary type hospitals with accredited resident programs. In addition, students may occasionally rotate through other affiliated secondary hospitals such as Dr. Pila Hospital, San Cristobal Hospital and Oncologic Hospital in Ponce and Southern Medical Center in Yauco.

Interdisciplinary Courses

MED 630/631 Clinical Correlation (Problem Based Learning)

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

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

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

IHD 919 Interprofessional Perspectives in Health Disparities

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

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

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

MED 635/734 Medical Ethics I & II

These courses are scheduled as a block of 18 contact hours during the last week of the first academic year and another block of 7 hours at the beginning of the second academic year, for a total 25 contact hours. The goal is to provide didactic experiences for medical students in specific areas within the field of medical ethics. The need for these experiences stems from the recognition that ethical dilemmas are inherent in medical care. The students will develop an understanding of the principles of medical ethics and a system of ethical reasoning that will result in consistent decisions. The didactic activities will include presentations of clinical cases which have been selected to represent ethical dilemmas similar to those that are likely encountered in real life. Activities include a combination of lectures, assigned readings and small group case discussions covering different subjects within the four main areas of medical ethics, namely: ethical issues of scientific research, ethical issues of the doctor-patient relationship, beginning-of-life and end-of-life ethical issues.

PDV 918/919 Professional Development

These courses are designed to enhance the educational experiences of medical students during the first clinical year. It reinforces professionalism, cultural competence and civic development. It helps the student to develop the skills necessary to compete successfully for positions in medical residency

programs, participate in research projects, and be exposed to the health system requirements for the eventual development of a successful medical practice.

SKD 090 Skills Development

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

SKD 091 Basic Science Review Course:

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

Doctor of Philosophy in Biomedical Sciences (PhD)

Program Description

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

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

Program Goals

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

1. Knowledge: Students must demonstrate knowledge about established and evolving biomedical sciences as well as the application of this knowledge to research.

- a. Demonstrate general knowledge in the basic sciences including Biochemistry, Histology, Microbiology, Pharmacology and Physiology.
 - b. Demonstrate advanced knowledge in thesis research area.
2. Research: Students must be able to examine and evaluate scientific questions and literature as a constant independent and life-long learning process.
 - a. Develop analytical capacities in order to be able to independently formulate hypotheses, design experimental approaches, analyze data effectively, provide critical evaluations and reach reasonable conclusions.
 - b. Develop basic and advanced technical research skills through intensive participation in hands-on courses, research activities and workshops.
 - c. Demonstrate proficiency in carrying out competitive and independent research
3. Professionalism: Students must demonstrate a commitment to carrying out professional responsibilities and to abide by ethical principles.
 - a. Demonstrate a commitment to carry out professional responsibilities based on ethical principles.
 - b. Demonstrate honesty, integrity and respectful behavior in all research, courses and career training activities.
4. Communication Skills: Students must demonstrate interpersonal and communication skills that result in the effective interchange of information
 - a. Demonstrate scientific writing and grantsmanship skills, so that they are able to develop and publish manuscripts from their research findings, design basic research protocols and submit proposals for funding.
 - b. Exhibit communication and networking skills through the presentation of experimental results at scientific forums in the area of expertise.
 - c. Develop professional values and collaborative skills.
5. Teaching and Mentoring: Students must share their knowledge and provide support and advice to peers in ethical, scientific and professional principles.
 - a. Demonstrate proficiency in the instruction, advising and evaluation of students.
 - b. Develop written and oral presentation skills.

Admissions Requirements

The applicant must comply with the following:

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

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

2. Have a minimum overall GPA of 3.0 (on a four-point scale)
3. Have scored ≥ 700 (or 278 new score) on the Graduate Record Examination (GRE) general subject test with 2.5 in Analytical, no more than five years old.
4. Interview with members of the Admissions Committee
5. Complete a writing sample
6. Submit the following documents:
 - a. Official undergraduate transcript of all universities attended.
 - b. Three letters of recommendation written by professors or by individuals familiar with the applicant's professional work and skills.
 - c. CV/resume
 - d. Official GRE scores, no more than 5 years old (www.gre.org)
 - e. Certificate of No Penal Record
 - f. Application Processing Fee of US\$80.00 (non-refundable)

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

1. Written confirmation of acceptance and a non-refundable deposit of \$100.00 to secure the seat in the entering class.
2. Physical Exam (using a form provided by the Admissions Office)
3. Evidence of up to date immunization record (must include Varicella, Td Adult, MMR and three doses of Hepatitis B).

Other documents will be notified as pertinent.

How to Apply

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

Graduation Requirements

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

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

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

Grading System

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

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

The grading system for graduate students is as follows:

Letter	Grade
A	100% - 87%
B	86% - 77%
C	76% - 67%
F	Failed (below 67%)
E	Extended
I	Incomplete
IP	In Progress
P	Pass

Letter	Grade
NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal

Satisfactory Academic Progress

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

General Requirements

1. Time Frame for Completion of the Academic Program

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

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

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

- a. **Definition of Full Time** – students with an academic load of six credits or more per semester will be considered Full Time doctoral students. A student solely enrolled in Thesis Research or Doctoral Dissertation will also be considered a Full-Time student.
- b. **Definition of Half Time** – students with an academic load of three to five credits per semester will be considered Half Time doctoral students.
- c. **Definition of Part Time or Less Than Half Time** – students with an academic load less than three credits per semester will be considered Part Time doctoral students or Less Than Half Time student.

2. Completion of Program Requirements

- a. Course requirement

- Students must complete all courses within the established time frame. The PhD in Biomedical Sciences requires a minimum of 70 credits.
- b. Performance requirement
- A student must complete the first academic year (including summer term) with a minimum grade point average of 3.00.
 - Any student failing to meet this standard performance will be referred to the Students Promotion Committee to be placed on academic probation.
 - Students on academic probation who do not increase the GPA to 3.0 by the end of the following semester will be referred to the Students Promotion Committee for consideration of dismissal from the Program.
 - Prior to the qualifying examination, the student must have a minimum GPA of 3.0
- c. Qualifying examination requirement
- A Qualifying Examination must be taken upon completion of the second academic year or completion of the core course work. The maximum time allow to take this examination is three years. A minimum passing score of 77 percent in the exam is a requirement for candidacy to the Doctoral Degree.
- d. Doctoral Dissertation Requirement
- A Doctoral Dissertation according to the established guidelines with oral defense is required for graduation.
- e. Professional Behavior Requirement
- Students must conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University and the corresponding accreditation agencies.

Grade Requirement

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

1. A grade of “F” in any course will be referred to the Students Promotion Committee (SPC).
 - a. A student may have one opportunity to retake a failed or withdrawn (“W”) course and obtain a “C” or better grade. Failure to pass a given course on the second opportunity is grounds for dismissal from the Program.
 - b. A student with more than two “F” grades or “W” on record is grounds for dismissal from the Program.

2. Repeated courses with “C” or lower grades will remain on record, but the new grade will be used to compute the grade point average.
3. Graduate courses not offered at PHSU may be taken at other institutions with permission and approval from the Associate Dean of Biomedical Sciences and the Vice President of Academic Affairs.
4. Grades of “P” (Pass) or “NP” (Not Pass) are applicable to thesis research/dissertation and graduate seminars. When the research/dissertation activity requires more than one semester for its completion, the student receives a notation of “In Progress” (IP) for each semester and until the research/dissertation is completed.
5. A grade of “I” (Incomplete) will only be allowed under special circumstances. The student must remove the incomplete by the following semester or it will be replaced by the grade of “F”. The “I” grades are part of the academic record as are the final grades.
6. A student with a reversed dismissal is not in satisfactory academic progress and is considered both on academic and financial aid probation.

Academic Probation and Financial Aid Eligibility

A student failing to meet the grade requirements will be placed on academic probation for one semester, but will be eligible for financial aid. Students that fail to comply with grade requirements after the prescribed probation time will be referred to the School of Medicine Students Promotion Committee (SPC) and may result in dismissal from the Program.

Appeal Process for Academic

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

The appeal or due process presented below must be followed.

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

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

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

Any decision will be reported to the student in writing. The decision made by the Dean of Medicine is final.

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

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

Financial Aid Eligibility

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

Enforcement

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

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

Revised by the Executive and Policy Committee of the School of Medicine, December 19, 2016.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: <http://psm.edu>

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

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

Curriculum

First Year - Semester I

Code	Course Title	Credits
BSG 774	Practical Approach to Molecular Biology	2

Code	Course Title	Credits
BCH 615	Biochemistry	4
BSG 773	Scientific Technical Writing	3
BSG 610	Introduction to Biomedical Research	1
BSG 775	Seminar	1
BSG 671	Laboratory Rotation	2

First Year – Semester II

Code	Course Title	Credits
PHY 703	Physiology	4
MIC 601	Microbiology	4
BSG 611	Advanced Topics in Biomedical Research	3
BSG 672	Laboratory Rotation	2

Summer I

Code	Course Title	Credits
ANA 615	Histology and Cell Biology	5

Second Year – Semester I

Code	Course Title	Credits
PHA 793	Pharmacology	4
BSG 776	Proposal Writing	3
BSG 675	Ethics	2
DEP 676	Laboratory Research	2

Second Year – Semester II

Code	Course Title	Credits
BSG 645	Biostatistics	3
DEP 677	Laboratory Research	2
BSG 775	Seminar	1
	Qualifying Exam	

Summer II

Code	Course Title	Credits
	Proposal Defense	0

Third Year – Semester

Code	Course Title	Credits
DEP 798/ DEP 799	Introduction to Thesis Research/ Thesis Research	3
DEP 771	Teaching Practicum	2
IHD 919	Inter Professional Perspectives in Health Disparities	1
	Special/Advanced Topics & Electives*	2

Third Year – Semester II

Code	Course Title	Credits
DEP 799	Thesis Research	3
	Special/Advanced Topics & Electives*	2
BSG 775	Seminar	1

Fourth Year – Semester I

Code	Course Title	Credits
DEP 799	Thesis Research	3

Fourth Year – Semester II

Code	Course Title	Credits
DEP 799	Thesis Research	3
BSG 775	Seminar	1

Fifth Year Semester I

Code	Course Title	Credits
DEP 799	Thesis Research	3

Fifth Year Semester II

Code	Course Title	Credits
	Dissertation	

Total Credits: 70

Subject to student's needs

Course Descriptions

ANA 615 Histology and Cell Biology (5)

Study of the many different aspects of the internal, structure of cells, tissues and organs in the human body presenting a comprehensive survey of many of their complex interrelationships.

BCH 611 Biochemistry and Medical Genetics (10)

The course is divided in essentially six units: Structural and functional relationships of proteins, Generation and storage from carbohydrate metabolism, Generation and storage from lipid metabolism, Nitrogen metabolism, Gene expression and control and Medical Genetics. In this course, medical aspects are emphasized to build up the necessary background for future application in other basic sciences and clinical courses. The course is delivered in the form of lectures and Small Group Discussions. PhD students attend and participate of the discussions of research papers in relevant areas of modern Biochemistry.

BSG 645 Biostatistics (3)

The course introduces the fundamentals of statistics applied to research including basic statistical principles, calculation of summary statistics and various test of statistical significance. Additional emphasis is placed on complex statistical concepts such as sampling strategies, sample size estimates and non-parametric tests.

BSG 675 Ethics in Research (2)

This course will examine the issues regarding ethical conduct in the practice of research and reporting of results. Such a course is currently required by the NIH, for all of its trainees and fellows. The format will be discussion of case studies and other relevant readings.

BSG 772 Proposal Writing (3)

Proposal writing is designed to expose graduate students to basic principles of scientific writing and grantsmanship skills. This course includes didactic and practical learning activities that assist students in developing skills to plan and write clear, effective and fundable grants.

BSG 775 Graduate Seminar (4)

Weekly seminar series features locally, nationally and internationally renowned researchers in a variety of fields. All graduate students are required to attend and fill out the seminar evaluation form. Students register a total of 4 credits for BSG 775. Two of the credits are based on attendance to the seminars and two credits are based on attendance and presentations by registered students. *Attending students:* It is expected that all registered students will attend all presentations. Grade will be based on attendance to all seminars and completion of the evaluation form. Absences will be dealt with at the discretion of the Associate Dean of Biomedical Sciences. *Presenting students:* Students will present two seminars for 1 credit each. One seminar focuses on a presentation of a scientific paper and the other on their research. It is expected that students presenting seminars will have invested the effort necessary to ensure that the presentation meets the evaluation criteria. Students have to schedule the presentation at the office of the Biomedical Sciences Program.

DEP 671/672/673 Rotations (4)

The laboratory rotations provide the student with the opportunity to explore potential thesis research projects and to be able to make an informed decision about the laboratory in which he/she wishes to do thesis work. This course is designed to introduce students to new techniques and concepts and to expose students to the creative aspects of experimental design. Students are responsible for contacting the faculty with whom they are interested in rotating. After the first year, students enroll in laboratory research (DEP 676, 4 credits) to continue research work in the selected laboratory.

DEP 771 Teaching Practicum (2)

This course will consist of theoretical discussions and practical exercises. Through these activities basic teaching skills will be developed. Guidelines for organizing lecture material, teaching small group discussions, preparation of visual aids, constructing examination questions and self-evaluation will be discussed.

DEP 799 Thesis Research (12)

The research work of the student allows the presentation of his/her doctoral dissertation. A total of 12 credits will be awarded after the student approves his/her final examination. Enrollment in research is required during all semesters in which the student is conducting his/her work. At the end of each semester he/she will receive an evaluation of IP (In Progress) until the satisfactory completion of the dissertation.

MIC 601 Microbiology I (4)

An introductory course covering the areas of immunology, basic microbiology concepts, basic medical parasitology, medical virology, medical mycology and microbial genetics. Includes the basic biology, physiology, cell structure of microorganisms, as well as host parasite relationships.

PHY 701 Physiology (8)

This course presents a comprehensive study of human physiology from the cellular to the whole body level. Emphasis is placed on the application of physiologic concepts to the solution of scientific or medical problem solving.

PHA-791 Pharmacology (8)

This course is oriented to obtain a complete survey of introductory medical pharmacology. Consists of 80 lectures, 4 laboratory exercises and 15 small group discussion sessions. This course is objective oriented and provides the students with learning objectives for each lecture topic.

Master of Science in Medical Sciences (MSMS)

Program Description

The Master of Science in Medical Sciences (MSMS) is an integrated, multidisciplinary interdepartmental program in the basic medical sciences that is designed to provide trainees with a broad-based one-year core curriculum followed by a comprehensive examination leading to the Masters (MS) degree.

PHSU is committed to the development of independent, competitive and well-trained professionals with strong interpersonal communication skills. The major goals of the MS Program in Medical Sciences are to further develop students who have the necessary skills and knowledge to pursue competitive research and academic careers.

The program is limited to graduates holding a bachelor's degree and may be used to:

- Supplement an undergraduate record with an enhanced science preparation in order to become eligible for admission to any of the health fields professions.

- Enhance the student’s possibilities of being accepted into the Ponce Health Sciences University (PHSU) Medical Education (MD) Program by demonstrating added competence in the required sciences.

Program Goal

The major goal of the MSMS is to further develop students who have the necessary skills and knowledge to pursue competitive research and academic careers.

Admissions Requirements

1. All applicants are requested to have a bachelor’s degree. The courses required for admission are as follows (to be included in the bachelor’s degree):

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

*Revised: December 20, 2016

2. In addition to the above requirements, we strongly recommend course work in Cell Biology, Genetics, Microbiology, Liberal Arts and/or Humanities.
3. Fully bilingual in English and Spanish (read, write, speak and understand).
4. Minimum GPA of 2.7 on a four points scale is required for applying.
5. Minimum Science GPA of 2.7 on a four-point scale is required for applying.
6. The completion of a graduate degree in science or health allied field may be used to substitute the GPA and science GPA of the bachelor’s degree.
7. MCAT score or equivalent.

How to Apply

Application for Admission to the Master of Science in Medical Sciences can be downloaded or obtained personally at our Admissions Office.

Applicants must submit the following documents:

- Official transcript from all undergraduate and graduate schools attended.
- Three letters of recommendation written by individuals familiar with the applicant’s professional work and skills.

- Certificate of No Penal Record
- Application processing fee of \$80
- Curriculum Vitae (CV)

Upon acceptance, we require a Health Certificate from the Department of Health of PR, a physical exam and evidence of up to date immunization record that must include Varicella, Td Adult (no more than 10 years), MMR and Hepatitis B. Written confirmation of acceptance and a deposit of \$100 to secure your seat in the entering class.

Graduation Requirements

Master’s students must register for and pass a comprehensive qualifying examination based on the required course work. To be eligible for the comprehensive exam a student must have achieved a minimum 3.00 GPA for 34 credits with no more than 6 credits of C grades and no F grades. Courses with F grades must be repeated and replaced with grades of B or better.

Grading System

The grading system for MSMS is as follows:

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

Satisfactory Academic Progress

A Satisfactory Academic Progress (SAP) policy has been established to ensure that student of Master of Sciences in Medical Sciences complete the academic program within the acceptable time frame and the minimally accepted quality of performance.

General Requirements

1. Time Frame for completion of the Academic Program

A student of Master of Sciences in Medical Sciences will be allowed a maximum time frame of two semesters of enrollment beyond the standard required for the completion of the program. Summer enrollment is considered part of the academic year for the purpose of this measure.

Program	Standard	Maximum
Master of Sciences in Medical Sciences	1 year	2 years

- a. **Definition of Full Time** – students with an academic load of six credits or more per semester will be considered Full Time Masters students.
- b. **Definition of Half Time** – students with an academic load of three to five credits per semester will be considered Half Time Masters students.
- c. **Definition of Part Time or Less than Half Time** – students with an academic load less than three credits per semester will be considered Part Time Masters students or Less Than Half Time student.

2. Completion of Program Requirements

- a. **Course Requirement**
Students must complete all courses within the established time frame. The Program requires a minimum of 40 credits for graduation.
- b. **Performance Requirement**
A student must maintain a minimum 3.00 point GPA in a scale of 4.00 point by the end of the year. Any student failing to meet 3.00 point GPA standard of performance or failing any course will be referred to the Student Promotion Committee.
- c. **Comprehensive Qualifying Examination Requirement (CQX)**
A Comprehensive Qualifying Examination must be taken at the end of the academic year. The maximum time allowed to take this examination is three attempts within one year according to the program time frame. A passing score for CQX is required for graduation.
- d. **Professional Behavior Requirement**
The students must conduct themselves in accordance with the norms for professional conduct set forth by the Ponce Health Sciences University and the corresponding accreditation agencies. Satisfactory Academic Progress is required for financial aid eligibility.

Grade Requirement

In order to graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00 point in a scale of 4.00 point by the end of the year and pass the CQX. Satisfactory Academic Progress is required for financial aid eligibility.

1. A grade of “F” in any course or student with less than 3.00points GPA will be referred to the Student Promotion Committee (SPC).
2. A grade of “F” in any of the courses or a cumulative GPA less than 3.00 is not allowed. Any F grade must be repeated. No more than 2 failures are allowed in the Master Program.
3. A student repeating a course or with a GPA less than 3.00 is considered in academic probation.
4. If the student fails to obtain a 3.00 point GPA or better after repeating course(s), he/she will be considered for dismissal from the academic program.
5. Courses with “F” grades will remain on record after they are successfully repeated, but the new grade (s) will be used to compute the grade point average.
6. Grade of “P” (Pass) or “NP” (No Pass) is applicable to the Comprehensive Qualifying Examination. A grade of “NP” requires repetition. The maximum time allowed to take this examination is three attempts. In case of a third “NP” grade, the student will be considered for dismissal from the academic program.
7. An “I” (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.
8. A student with less than 3.00 points GPA or has No-Pass grade in the CQX is not in satisfactory academic progress and is considered in academic probation.
9. If the dismissal decision is reversed by due process, the student will not be considered in SAP and will be placed on academic probation for one semester.

Professional Behavior Requirement

The students should conduct themselves in accordance with the norms for professional conduct set forth by the Ponce Health Sciences University. In case of unacceptable professional behavior, the corresponding Dean or the Program Chairperson will refer the case to the Promotions Committee. If the recommendation of the Student Promotion Committee is to dismiss the student, the student has the right to follow the appeal process.

Appeal Process

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

The appeal or due process presented below must be followed.

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

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

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

Any decision will be reported to the student in writing. The decision made by the Dean of Medicine is final.

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

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

Financial Aid Eligibility

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

Enforcement

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

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

Tuition and Fees

For more details of PHSU tuition and fees please refer to: <http://psm.edu> ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

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

Curriculum

Semester I

CODE	COURSE TITLE	CREDITS	GRADING SYSTEM
ANM 6011	Gross Anatomy, Embryology & Imaging I [†]	9	A-B-C-F
BCM 6121	Medical Biochemistry I [†]	5	A-B-C-F
PHM 6921	Physiology I [†]	4	A-B-C-F
ANM 6051	Histology and Cell Biology [†]	4	A-B-C-F
IHD 919	Interprofessional Perspectives in Health Disparities	1	Pass or No-Pass

Semester II

CODE	COURSE TITLE	CREDITS	GRADING SYSTEM
BCM 6122	Medical Biochemistry II [†]	5	A-B-C-F
PHM 6922	Physiology II [†]	4	A-B-C-F
MIM 6420	Microbiology I [†]	4	A-B-C-F
PHM 6020	Neuroscience [†]	5	A-B-C-F
MEM 6350	Medical Ethics [†]	1	Pass or No-Pass
Additional requirement	Comprehensive Qualifying Exam (CQX)	--	Pass or No-Pass
TOTAL CREDITS		42	

[†] Equivalent courses as those taken by medical students in their first year of basic sciences.

Course Descriptions

Anatomical Sciences

ANM 6011 Human Gross Anatomy, Embryology and Imaging

The Human Gross Anatomy, Embryology & Imaging course consists of a detailed study of the normal structure, development and organization of the human body. This course undertakes a regional approach rather than a systemic approach to Human Gross Anatomy, Embryology & Imaging is distributed into three

block contents. Gross structures are studied in the laboratory by specimen prosection and demonstration. The radiology component of Gross Anatomy serves as the introduction to radiology and prepares the student for further development. Lectures stress the contribution of developmental events to gross anatomical organization and the correlation of this organization with clinically relevant conditions.

ANM 6051 Histology and Cell Biology

Study of the many different aspects of the internal structure of cells, tissues and organs in the human body, presenting a comprehensive survey of many of their complex interrelationships. Lectures, clinical correlations, and laboratories sessions.

PHM 6020 Neuroscience

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

Biochemistry

BCM 6121/6122 Medical Biochemistry I & II

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

Microbiology

MIM 6420 Microbiology I

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

Physiology

PHM 6921/6922 Physiology I & II

These are two courses, one-semester-long each, presented to medical students in their first year. The course consists of recorded lectures, In-Class sessions using audience response systems, Self-Directed Learning, Small Group Discussions, Labs, plus examinations (including NBME subject exam in Physiology). The content is designed for medical students, but is also a required course for the students in the Master Program in Medical Sciences and the graduate students in the Biomedical Sciences. Areas to be covered will include: For Physiology I: cell and muscle, cardiovascular, respiratory, and for Physiology II: renal, acid-base balance, gastrointestinal, endocrinology, and reproduction. Clinical examples that illustrate the physiological principles are given.

Interdisciplinary Courses

IHD 919 Interprofessional Perspectives in Health Disparities

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

MEM 6350 Medical Ethics I & II

These courses are scheduled as a block of 18 contact hours during the last week of the first academic year and another block of 7 hours at the beginning of the second academic year, for a total 25 contact hours. The goal is to provide didactic experiences for medical students in specific areas within the field of medical ethics. The need for these experiences stems from the recognition that ethical dilemmas are inherent in medical care. The students will develop an understanding of the principles of medical ethics and a system of ethical reasoning that will result in consistent decisions. The didactic activities will include presentations of clinical cases which have been selected to represent ethical dilemmas similar to those that are likely encountered in real life. Activities include a combination of lectures, assigned readings and small group case discussions covering different subjects within the four main areas of medical ethics, namely: ethical issues of scientific research, ethical issues of the doctor-patient relationship, beginning-of-life and end-of-life ethical issues.

Doctoral Program in Clinical Psychology (PsyD)

Program Description

The doctoral degree in Clinical Psychology (PsyD) has its theoretical foundations in the Biopsychosocial model and aims at preparing Health Services Psychologist. To reach its goals, the program subscribes to the Practitioner/Scholar model of training in professional psychology. The program's curriculum is competency-based emphasizing on the development of the clinical competencies used by practicing and academically oriented Clinical Psychologist and these are consonant with APA accreditation standards.

The curriculum is implemented in a lock-step manner allowing students to acquire these clinical competencies in a graded and sequential manner. Therefore, the student progresses from an entry level through an intermediate level up to the advanced level of competencies achieved upon completing the academic program and the one-year full-time clinical internship.

Program Goals

The goals of the PsyD Program are:

1. Develop in our students an in-depth understanding of the psychological (cognitive, affective and motivational), biological and socio-cultural bases of normal and abnormal behavior that serves as the foundation of clinical practice.
2. To prepare clinical psychologists for the ethical delivery of empirically supported psychotherapeutic interventions, assessment, diagnosis, consultation, education, supervision and management when assuming the contemporary roles of the profession while adopting a life-long commitment to professional growth based upon the evolving scientific knowledge and expanding scope of practice.

Admissions Requirements

Every candidate for admission to the program needs to satisfy the following minimal requirements:

1. Bachelor’s degree (BS/BA)
Present evidence of the successful completion of a bachelor’s degree from a college level institution accredited by the PR Council of Education or by a US accrediting organization with a minimum of 15 credits in psychology including the following courses:

Course Title	Credits
General Psychology	3
Developmental Psychology	3
Statistics	3
Abnormal Psychology (Psychopathology)	3
Experimental Psychology or Research Methods	3

2. GPA - 3.00 or above (on a four-point scale)
3. Results within the mean on the “Examen de Admisión a Estudios Postgraduados” (EXADEP) or in the Graduate Record Examination (GRE) www.ets.org
4. Submit the following documents:
 - a. Official transcript from all institutions attended (undergraduate and graduate)
 - b. Three letters of recommendation written by professors or individuals familiar with the applicant’s professional work and skills using the format provided with the application form.
 - c. Official scores of GRE or EXADEP www.ets.org

- d. Certificate of No Penal Record (Criminal Background Check)
- e. A non-refundable \$80 (USD) application fee

Applicants with master's degrees in Psychology, Psychiatric Nursing, Social Work, Counseling or other mental health related fields, are accepted. The same admission requirements still apply. Up to 24 credits may be transferred from other graduate programs or from a master's degree. The following requirements will guide (but not restrict) the evaluation process of those courses submitted for approval:

1. Courses need to be relevant to the field of Clinical Psychology
2. The student must have approved the course with a minimum of a "B" grade.
3. The student must demonstrate in an objective manner, or through formal written and/or oral examination, that he/she has the skills expected of such courses.

It is the student's responsibility to provide the course description from the official catalog of the institution in which the courses were taken.

PHSU has a number of courses and practicum that are not substituted with courses or practicum transferred from other institutions, unless the student demonstrates specific competencies in such areas. However, many of the elective courses may be waived based upon the number of credits transferred. This will allow students who enter with a Master's degree to complete the academic portion of the program faster, allowing them more time to work on their Dissertation or Case Study and to complete the 12 months internship.

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

1. Written confirmation of acceptance and a non-refundable deposit of \$100.00 to secure the seat in the entering class.
2. Physical Exam (using a form provided by Admissions Office)
3. Evidence of up to date immunization record (must include Varicella, Td Adult, MMR and three doses of Hepatitis B).
4. Other documents will be notified as pertinent.

Selection Criteria

When evaluating the applicants, the Admissions Committee selects the best candidates applying. The Committee looks for accepting students of integrity and maturity that show concern for others, leadership potential, character, academic achievements, motivation, emotional stability, evidence of research experience, good performance in the group and individual interviews, adequate GRE or EXADEP scores, good recommendation letters and an aptitude for working with people.

How to Apply

Application for Admission to the PsyD Program in Clinical Psychology can be downloaded from www.psm.edu or obtained personally at our Admissions Office.

Graduation Requirements

The requirements to obtain the **Psychology Doctorate** degree are:

1. Approve all required and elective courses, as well as all practicum and seminars while maintaining a good standing in the University. A minimum of 86 credits is needed to satisfy the academic requirements. Additionally, the student will complete all required clinical training hours and a 2000 pre-doctoral internship hour. The doctoral dissertation and the pre-doctoral internship do not carry credit value as they are computed by the hour.
2. Successfully complete 1100 hours of clinical practice during the first 6 semesters of the program as follows:
 - a. 2 hours per week for 25 weeks of the first and second semester of the first year attending PSY 5810/5820 for a total of 50 hours per semester
 - b. 2 hours each week of the first and second semester of the second year attending didactic sessions (PSY 6830 / 6850) and 8 hours per week of direct clinical contact during 25 weeks for a total of 250 semester hours.
 - c. 2 hours each week of the first and second semester of the second year attending didactic sessions (PSY 7860 / 7870) and 8 hours per week of direct clinical contact during 25 weeks for a total of 250 semester hours.
3. Approve the Comprehensive Examination offered by the end of the second year and the Clinical Practice Examination (CPX) to be taken by the end of the third year.
4. Complete 2000 hours of a doctoral internship. The internship may be completed in 40 hours per week during a 12-month period (Full Time) or 20 hours per week in a 24-month period (Half Time).
5. Present a research project (doctoral dissertation) directly related to the field of Psychology, preferably, on a topic related to Professional Psychology, or an Intensive Case Study.

Grading System

All courses and grades obtained will appear on the student's academic record, including transferred courses from other institutions.

The Program has established evaluation criteria for the successful completion of courses. These criteria are made available to the students at the beginning of the course. The grading system for graduate students is as follows:

Letter	Grade
A	100% - 90%
B	89% - 80%
C	79% - 70%
F	Failed (below 70%)

Letter	Grade
E	Extended
I	Incomplete
IP	In Progress
P	Pass
NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal

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.

Satisfactory Academic Progress

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

This policy applies to all Clinical Psychology (Psy.D) Doctoral Students enrolled at Ponce Health Sciences University (PHSU).

General Requirements

1. Time Frame for completion of the Academic Program

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

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

Program	Standard	Maximum
Clinical Psychology Doctorate	5 years	8 years

- a. **Definition of a full time** – students with an academic load of 6 credits or more per semester will be considered full time doctoral students. Students registered in doctoral dissertation are also considered full time students.
- b. **Definition of half time** – students with an academic load of 3 to 5 credits per semester will be considered half time students.

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

2. Completion of Program Requirements

- a. **Course Requirement**
Students must complete all courses within the established time frame. The Program requires a total of 86 credits.
- b. **Performance Requirement**
A student must complete each academic year with a minimum grade point average of 3.00. Any student failing to meet this standard of performance will be referred to the Students Promotion Committee.
- c. **Comprehensive Examination Requirement**
A Comprehensive Examination must be taken upon completion of the second academic year. A passing score in the exam is a requirement for candidacy to the Doctoral Degree.
- d. **Clinical Practice Examination (CPX)**
Approval of the Clinical Practice Examination is required upon completion of the last academic year before the Clinical Internship.
- e. **Doctoral Dissertation Requirement**
A Doctoral Dissertation with oral defense is required for graduation.
- f. **Professional Behavior Requirement**
The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University, the corresponding accreditation agencies and the Clinical Practice Manual of the PsyD. Program.

Grade Requirement

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.

- A grade of "C" in any of the Clinical Courses (as identified in the program's catalog) is not allowed. Any "C" grade in the Clinical Courses must be repeated.
- No more than two courses can be repeated in the entire program.
- Repeated courses with "C" grades will remain on record, but the new grade will be used to compute the grade point average.

- A grade of “F” in any course will result in referral to the Students Promotion Committee and considered for dismissal based on overall academic performance.
- Grades of “P” (Pass) or “NP” (Not Pass) are applicable to dissertation. When the dissertation activity requires more than one semester for its completion, the student receives a notation of “In Progress” (IP) for each semester and until the dissertation is completed.
- Grades of “P” (Pass) or “NP” (Not Pass) are applicable to Practice and Internship. A grade of “NP” requires repetition. In case of a second “NP” grade in the same practicum or internship, the student will be referred to the Students Promotion Committee with a recommendation for dismissal.
- An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the “I” (Incomplete) by the following semester or an administrative “F” will replace it.

Academic Probation and Financial Aid Eligibility

A student failing to meet the grade requirements will be placed on academic probation for one semester, but will be eligible for financial aid. At the end of the semester, if the student has not regained SAP, he/she loses financial aid for the following semester

If the student is dismissed, but the dismissal decision is reserved by the due process, the student loses financial aid until SAP is reestablished.

Appeal Process for Academic Probation

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

The appeal or due process presented below must be followed.

The student will appeal in writing to the Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. After the meeting, the SPC has 48 hours to submit its decision to the Program’s Academic Dean, who will notify the decision to the student.

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

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

Any decision will be reported to the student in writing. The decision made by the Dean of the SBBS is final.

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

In the event that an adverse decision is made due to non-academic reasons and the SBBS's Dean sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affair. Any additional appeal should be submitted to the PHSU President.

Reinstatement of Financial Aid

Financial Aid eligibility is contingent upon satisfactory academic progress. It is the student's responsibility to request reinstatement of financial aid.

Enforcement

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

The President, the VP for Academic Affairs and the VP for Student Affairs, as well as the Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policies set forth.

Tuition and Fees

For details of PHSU tuition and fees please refer to: <http://psm.edu>

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

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

Curriculum

First Year Semester I – Foundation

Code	Course Title	Credits
PSY 5270	History of Psychological Thought	2
PSY 5140	Neurobiology & Psychology of Emotion & Mot	2
PSY 5150	Human Growth and Development	3

Code	Course Title	Credits
PSY 5220	Psychology of Personality	3
PSY 5810	Introduction to Clinical Practice	0
PSY 6250	Test Construction	2
IHD 919	Interprofessional Perspectives in Health Disparities	1
Total		13

First Year Semester II

Code	Course Title	Credits
PSY 5110	Fundamentals of Neuroscience	3
PSY 5120	Neuroanatomy Laboratory	2
PSY 5230	Cognitive Psychology	3
PSY 5730	Ethics in Professional Psychology	2
PSY 5410	Fundamentals of Clinical Psychopathology	2
PSY 5820	Fundamentals of Clinical Interventions & Emergency Psychology	0
PSY 6860	Intro to Psychological Assessment and Testing	2
PSY 6870	Psychotherapy Seminar (Summer)	1
Total		15

Second Year Semester I – Psychopathology and Assessment

Code	Course Title	Credits
PSY 6200	Applied Research for Psychologists	2
PSY 6600	Behavior Modification: Theory & Practice	2
PSY 6520	Cognitive Assessment	3
PSY 6810	Cognitive Assessment Practicum	0
PSY 6450	Mood and Anxiety Disorders	3
PSY 6850	Conceptualization and Intervention Planning	0
PSY 5180	Principles of Psychoneuroimmunology	1
Total		11

Second Year Semester II

Code	Course Title	Credits
PSY 6620	Cognitive and Cognitive – Behavioral Therapy	2
PSY6580	Projective Assessment of Personality	2
PSY 6880	Practicum Projective Personality Assessment	0
PSY 7670	Family Therapy and Systemic Intervention	2
PSY 6230	Qualitative / Quantitative Methods, & Descriptive Statistics	3
PSY 6670	Short-Term Psychotherapy	2
PSY 6830	Psychotherapeutic Techniques	0
	Comprehensive Examinations	

Code	Course Title	Credits
Total		11

Third Year Semester I – Intervention

Code	Course Title	Credits
PSY 7720	Program Development and Administration in Mental Health	2
PSY 6480	Psychopathological Disorders in Children and Adolescents	2
PSY 7860	General Clinical Practice: Integration I	0
PSY 7310	Racial, Ethnic and Cultural Diversity	3
PSY 7550	Recommended Elective (Psychoeducational Assessment and Professional Consultation in Academic Settings)	2
Total		9

Third Year Semester II

Code	Course Title	Credits
PSY 7660	Group Processes and Group Psychotherapy	2
PSY 7470	Personality and Psychotic Disorders	3
PSY 7170	Clinical Psychopharmacology	2
PSY 6570	Objective Assessment of Personality	3
PSY 7870	General Clinical Practice: Integration II	0
PSY	Elective	2
	Clinical Practice Examination	
Total		12

Fourth Year Semester I – Elective Professional Courses

Code	Course Title	Credits
PSY 8320	Social Bases of Behavior	3
PSY	Elective	3
PSY	Elective	2
PSY 8260	Doctoral Dissertation	0
Total		8

Fourth Year Semester II

Code	Course Title	Credits
PSY 7730	Supervision and Consultation	3
PSY	Elective	2
PSY	Elective	2
PSY 8260	Doctoral Dissertation	0
Total		7

Fifth Year Semester Internship I

Code	Course Title	Hours
PSY 9000	Predoctoral Internship	1,000

Fifth Year Semester Internship II

Code	Course Title	Hours
PSY 9000	Predoctoral Internship	1,000

Course Descriptions

PSY 5270 History of Psychological Thought

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

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

PSY 5140 Neurobiology and Psychology of Emotion and Motivation

This course explores the basic dimensions involved in the understanding of emotional processes: neurobiological, cognitive/psychological and social. It begins with an analysis of the neural structures that underlie and subserve emotional processes. Once this information is mastered, the student is exposed to the main psychological theories that explain the interaction between appraisal of external situations and the biological (emotional) reactions to the nervous system to such evaluations. The classical as well as the contemporary theories of emotion will be explored. The course also explores the neurobiology of motivation and the behavioral manifestations of motivated behavior. The main psychological theories of motivation are also explored within a historical perspective. The course will also explore the neurobiological and psychological relationships between emotion and motivation

PSY 5150 Human Growth and Development

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

PSY 5220 Psychology of Personality

The three main areas of interest of the field of Personology will be covered through this course. Emphasis is given to the holistic theories of personality and their clinical application. However, many of the issues studied by Trait Psychologist and constructs utilized to describe and explain human behavior by Social Psychologist and Social Learning Theorists will be addressed also including: locus of control, attribution, neuroticism, field dependence, etc. Other concepts emanating from depth and personality-developmental psychology will be discussed in detail. The course attempts to develop the capacity to apply such theories and construct to everyday life and to clinical situations. During the process of learning about human personality, the student will become familiarized with a number of scales and tests that are utilized to measure various personality variables.

PSY 5810 Introduction to Clinical Practice (50 hrs.) Year I: First Semester

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

PSY 6250 Test Construction

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

PSY 5110 Fundamentals of Neuroscience

Starting with a general exploration of the intrauterine development of the neural tube and crest, the course explores the anatomical and physiological foundation of the nervous system within a developmental context. It provides a general overview of the chemical basis of behavior. The lectures will mostly address normal neurological development and functioning but will make reference of the clinical implications of various endogenous and exogenous abnormalities such as genetic and neurodevelopmental variations and morphological abnormalities. The sensory, motor and arousal systems will be examined in detail as well as those subcortical and cortical functions most related to psychological and behavioral processes.

PSY 5120 Neuroanatomy Laboratory - To be taken concomitantly with PSY 511.

The laboratory experience will allow the student to observe the morphological characteristics of the CNS including the spinal cord and its projections, the cranial nerves, the brain stem and peripheral vasculature of the brain. The student will observe the internal structure of the brain at the same time that such

information is provided through PSIC 511. Special attention will be given to those hypothalamic, Limbic and cortical zones that sub-serve the major neurocognitive and neurobehavioral functions.

PSY 5230 Cognitive Psychology

The study of the diverse psychological systems that allows the human being to gather information/knowledge from his/her internal and external world is the 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 5730 Ethics in Professional Psychology

All professional activity performed by a Clinical Psychologist involved other individuals who is part of society and who is probably served by an organization. Many ethical situations involve conflictive decision making which intends to protect all participants of the issue. Such interactions and the need to safeguard the needs and rights of those being served in the professional context will be a major component of this course. The nature and types of ethical dilemmas will be examined from a conceptual as well as from an applied perspective. The course will gear around multiple cases that by themselves illustrate the different ethical issues that are most confronted in clinical practice.

PSY 5410 Fundamentals of Clinical Psychopathology

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

PSY 5820 Fundamentals of Clinical Interventions and Emergency Psychology Year I: Second Semester (50 hrs.)

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

evaluation in the emergency room setting. The students practice their interviewing and intervention skills through the standardized patient program.

PSY 6860 Introduction to Psychological Assessment and Testing

This is the first of the sequence of practica offered for the development of assessment and testing skills. The first portion of the practicum focuses on the basic attitudes and skills needed to conduct an assessment. The practicum follows with a presentation of the common assessment techniques with special emphasis on the utilization of data gathering instruments including interview schedules and outlines, assessment scales and brief paper and pencil, thematic and projective techniques.

PSY 6200 Applied Research for Psychologists (2 credits)

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

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

This course serves as an adjunct to the Cognitive and Cognitive-Behavioral Therapy course also to be taken during the first semester of the second year. Its main goal is the development of an advanced understanding of the multiple ways in which behavior may be altered through interactions with the environment. Students will be able to gain a solid working knowledge of Learning Theories as they apply to real life contexts and to clinical settings. The course will introduce the student to the different theoretical traditions of the field. The student will learn the principles of Applied Behavioral Analysis. They will also learn about other technological advances of the field based on Respondent/Classical and Social Learning approaches. By the end of the course the student will be able to design a behavior modification program for a particular problem or situation.

PSY 6520 Cognitive Assessment (3 Credits) Prerequisite: PSY 625

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

PSY 6810 Cognitive Assessment Practicum (30 hrs.) To be taken concomitantly with PSY 652

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

PSY 6450 Mood and Anxiety Disorders prerequisite: PSY 541

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

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

PSY 6850 Conceptualization and Intervention Planning (250 hrs.) Prerequisite: PSY 683

This is the practicum experience for the second semester of the second year. Once per week, the students will meet with their practicum supervisor to discuss cases and relevant issues related to their experience. At the didactic level this practicum will attempt to develop in the student, conceptualization and intervention planning techniques. Therefore, the student will develop the capacity to understand clinical cases and to develop a coherent intervention plan through these didactic experiences and case presentations. To achieve these clinical skills the student will be able to integrate the theoretical knowledge and the skills accumulated from previous practica and theoretical courses with the experiences they are having at their practicum site

PSY 5180 Principles of Psychoneuroimmunology (1 credit)

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

PSY 6620 Cognitive and Cognitive-Behavioral Therapy

CBT has become one of the main therapeutic approaches utilized by Professional Psychologists. Backed by an impressive body of scientific research, CBT serves as the intervention backbone for many other

subspecialties in the field of Clinical Psychology including Health Psychology, Addiction Psychology, Child Therapy and others. Based upon the extensive literature on Learning Theories, Cognitive Psychology and Behavior Modification, the most effective Cognitive and Cognitive Behavioral therapeutic modalities will be presented throughout this course; e.g. Cognitive Therapies, Rational Emotive Therapy, Multi-modal therapy, Cognitive-Developmental Therapy. Some of the techniques emphasized during the course are: Systematic Desensitization, Behavior Rehearsal, Cognitive Restructuring and Cognitive Restructuring. Multiple behavior and cognitive assessment techniques will be demonstrated and fully covered.

PSY 6580 Projective Assessment of Personality - Prerequisites: PSY 522, 541 and 652

Projective techniques constitute an important component of the Clinical Psychologist armamentarium of diagnostic tests. The newer Rorschach system is one of the most widely utilized of these techniques. This course will focus on the Rorschach method as perceptual-cognitive problem-solving tasks with an incomparable projective potential. Learning the administration and scoring of the Rorschach will be the main objective of the course. The thematic techniques (TAT, CAT) and various Paper-Pencil projective techniques will be presented as secondary and/or alternate personality assessment methods.

PSY 6880 Practicum Projective Personality Assessment (30 hrs.) To be taken concomitantly with PSY 654.

It is the main purpose of this one semester practicum to familiarize the student with the most commonly utilized projective techniques, with primary emphasis on the Rorschach. Most of the time available will be devoted to the development of competencies handling the Rorschach Comprehensive System as developed by John Exner and his associates. The student will also learn the administration, scoring and interpretation of various thematic tests such as the TAT and the CAT. The Hutt Adaptation of the Bender Gestalt will be utilized also, emphasizing its psychodiagnostic more than its neuropsychological characteristics. These tests serve to complement the Rorschach and will be presented as part of the standard personality battery that the student will learn to utilize through this practicum.

PSY 7670 Family Therapy and Systemic Interventions

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

PSY 6230 Qualitative/Quantitative Methodology and Descriptive Statistics - Prerequisite: PSY 620

As a continuation of PSY 620, the student will obtain a more detailed exposure to psychological research methods through this course. Qualitative and quantitative approaches will be compared and contrasted. The type of statistics applicable to the analysis of data is discussed. The students will utilize statistical computer programs to process data and obtain statistical values. By the end of the course the student will be able to write the methodology section of his/her research project.

PSY 6830 Psychotherapeutic Techniques (250 hrs.)

Students will be placed in a community practicum site during the first semester of the second year. Once per week, the students will meet with their practicum supervisor to discuss cases and relevant issues related to their experience. They will attend the didactic component of the practicum to acquire therapeutic skills based upon the Learning Psychotherapy system. Multiple exercises will be performed by the student in the process of developing a solid and coherent set of readily accessible therapeutic competencies. The student will also share their experiences at their practicum sites and will learn how to integrate the skills learned in class to the work being done with patients.

PSY 6480 Psychopathological Disorders in Children and Adolescents - Prerequisite: PSY 541

A general exploration of the different psychological and neurodevelopmental disorders of childhood and adolescence including Autism, ADHD, elimination and eating disorders, behavioral disorders, affective and anxiety disorders. The main theoretical positions available about each condition will be presented to assist the student to gain an adequate understanding of the underlying dynamics of each condition, in addition of their clinical manifestation.

PSY 655 Objective Personality Assessment (2 Credits)-Pre-requisite PSY 652 and PSY 654 or taken concurrently

The different types of Objective Personality tests have made a significant impact on the practice of Professional Psychology as they have become an important component of the Psychologist's assessment techniques. This course will provide the basic knowledge and skills necessary to administer, score and interpret some of the most commonly utilized non-projective personality assessment techniques. The main emphasis of the course will be on the MMPI-2 and the Millon Health and Personality Inventories.

PSY 7860 General Clinical Practice: Integration I (250 hrs.) Prerequisite: PSY 685

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

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 7550 Psychoeducational Assessment and Consultation

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

PSY 7660 Group Processes and Group Psychotherapy

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

PSY 7470 Personality and Psychotic Disorders - Prerequisite: PSY 645

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

PSY 7170 Clinical Psychopharmacology

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

PSY 7870 General Clinical Practice: Integration II (250 hrs.) Prerequisite PSY 786

During the second semester of the third year the student will meet with their practicum coordinator to further explore ways of integrating clinical material in such a way as to allow them to gain better understanding of cases and to elaborate comprehensive and realistic treatment plans. During this practicum, the student will develop further competencies in the utilization of Empirically Validated Procedures (EVP). Cases will be presented and discussed with the intention of further delineating clinical syndromes utilizing psychometric and historical information together with patient's response to the intervention. This module will also help the student to gain a broader perspective of the context in which treatment occurs, being this learning objective consonant with their third-year academic program. This entails the capacity to integrate different types of treatment modalities including child therapy and systemic interventions, family therapy, advanced psychopathology as well as theoretical information obtained through the other courses of the third-year program. Therefore, the student will learn to integrate knowledge from multiple sources within the field of psychology and mental health with the information obtained from the patients being served at the practicum sites, to derive a deeper understanding of their professional roles and of the intervention strategies available within our understanding of EVP.

PSY 8320 Social Bases of Behavior

Social Psychology is an area of psychology that fosters our understanding of how society influences the psychological, behavioral and biological dimensions of human beings. Individuals are socialized within particular contexts and this process manifests itself through his/her perceptions, cognitions, attitudes, emotions, embodiments and behaviors. This course provides an overview of the contributions of Social Psychology to different areas of studies, particularly to Clinical Psychology. Special emphasis will be placed on philosophical, cultural, economic and sociopolitical elements that have influenced its transformation through history. The study of Social Psychology is essential for the understanding of individual and collective phenomena, which is an indispensable tool for mental health professionals. In this course students, will explore Social Psychology's theory and practice. Also, they will identify and reflect on the advantages and obstacles that social psychologists face as agents of social change. This will be done with special emphasis of the implications for clinical practice and research.

PSY 8260 Doctoral Dissertation

The student will register in Psychology 8260 during the 4th year and will meet regularly with his/her thesis advisor and other committee members. Through these meetings the student will be guided toward the completion of his/her dissertation project

PSY 7730 Supervision and Consultation (3 credits)

This course explores the historical context and the philosophy of supervision. It analyzes the major supervision models and their application to psychotherapeutic and educational/training settings. The differences between the supervisor and consultant role will be explored in the context of the relationship with the supervisee and the consultee. Most common consultation settings for psychologists such as schools and organizations will be emphasized, exploring contemporary strategies and techniques such as coaching and mediation. Students will be given the opportunity to supervise at least one student in their

initial clinical practice. Their supervisory work will be monitored and supervised by the course professor. The student will provide a written report on the experience. Other work related to supervision and consultation may be required depending upon the opportunities available in the community and with different organizations.

PSY 9000 Doctoral Internship

This is a 2000-hour per year intensive clinical experience. The student will be placed for 40 hours per week for 12 months (or 20 hours for 24 months) in a clinical setting where opportunities for further growth are abundant. Such work will be closely supervised given that this is the last experiential component of their program.

PSY 7890 Advanced Clinical Practicum: Child and School Psychology. May be taken instead of PSY 787. Requires authorization

This is the module that follows the course on Psychoeducational Assessment and Professional Consultation in Academic Settings. The main focus of this practicum is to assist students in integrating the knowledge obtained in that course and in the child psychopathology course to the actual work with students in academic settings. Placements will be in school throughout the southern part of the island.

PSY 8360 Psychology of Gender

An exploration of adult personality development forms the foundation of this course with special reflection on gender differences as identified through relevant research and humanistic literature. The different stages of adult development will also serve as the foundation to explore the psychosocial and psycho-cultural issues that have affected adults in traditional and contemporary societies. The course will address the following topics, among others: choosing life styles and sexual orientation – the GLBT movement; multilateral and multigenerational relationships and connectedness; social roles, work and community; marriage, pregnancy, mothering and fatherhood, health and health psychology of women and men. Gender issues, gender roles and gender differences will be of primary concern for this course. The psychotherapeutic implications of these issues will be addressed throughout the course.

PSY 8880 Advanced Clinical Practicum: Clinical Health Psychology. (250 hrs) Prerequisite: PSY 818 Requires authorization

This is an elective practicum that allows students concentrating on Clinical Health Psychology to obtain specialized supervision for the experience they will be having during the semester. The student will be placed in one of the health facilities affiliated to the school through which they will have the opportunity to provide psychological services to medical patients. This Practicum will help the student integrate the theoretical knowledge obtained through the Clinical Health Psychology course with the experience they have at their practicum site.

Doctor of Philosophy in Clinical Psychology Program (PhD)

Program Descriptions

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

Program Goals

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

1. Prepare students to become competent clinical psychologists capable of integrating the knowledge, skills, attitudes and values that serve as the foundation of clinical practice and capable of assuming an evidence-based scientific perspective of the profession.
2. Prepare clinical psychologists for the ethical delivery of evidence-based psychological services when assuming the contemporary roles of the profession in diverse clinical situations.

Admissions Requirements

Candidates for admission will satisfy the following requirements:

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

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

3. Submit an official transcript of all college level work completed and of all graduate courses taken. Failure to submit transcripts of any graduate or undergraduate work is considered a serious offense.
4. A minimal GPA of 3.00 in the last two years of undergraduate degree.

5. Results within the mean on the “Examen de Admisión a Estudios Postgraduados” (EXADEP) or in the Graduate Record Examination (GRE)
6. Three letters of recommendation from professors and or professionals familiar with the candidate’s performance in academic and work settings.
7. Certificate of good conduct from the Police Department.
8. US\$80 application processing fee (non-refundable).

Upon acceptance, all students are required to submit:

1. Written confirmation of acceptance and a non-refundable deposit of \$100.00 to secure the seat in the entering class.
2. Physical Exam (using a form provided by Admissions Office)
3. Evidence of up to date immunization record (must include Varicella, Td Adult, MMR and three doses of Hepatitis B).
4. Other documents will be notified as pertinent.

Transfer of Credits Policy

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

1. Most of the courses to be transferred from other institutions will serve to satisfy the elective requirements of the program.
2. The maximum amount of credits to be transferred is 24.
3. Students with prior graduate work in a field outside mental health may obtain credit for up to 18 credits depending on the nature of the program attended and the courses taken.
4. The following requirements will guide the evaluation process of those courses submitted for approval.
 - a. Courses need to be relevant to the field of Clinical/Professional Psychology
 - b. Course approved with at least a B grade are only considered for transfer.

It is the student’s responsibility to facilitate the course syllabus and the official catalog of the institution where the course (s) requested for transfer was/were taken.

Graduation Requirements

The requirements for the PhD in Clinical Psychology degree are:

1. Approve all required and elective courses, as well as all practicum and seminars while maintaining a satisfactory academic progress. A minimum of 86 credits is needed to satisfy the academic requirements. The practicum, dissertation and internship do not carry credit value as they are computed by the hour.
2. Successfully complete 1100 hours of clinical practice as follows: Two hours per week of the first and second semesters of the first year attending PHS 1581/1582 for a total of 50 hours per semester.

- a. Two hours per week during the first and second semesters of the second year attending didactic sessions (PHS 1683 / 1685) and at least 8 hours per week of direct clinical contact during 25 weeks for a total of 250 hours per semester.
 - b. Two hours each week of the first and second semesters of the third year attending didactic sessions (PHS 1786 / 1787) and at least 8 hours per week of direct clinical contact during 25 weeks for a total of 250 hours per semester.
3. Successful completion of five semesters of required research practica. PHS 1622 is required during the second semester of first year. During the second year, two additional required research practica may be chosen from PHS 1623 & PHS 1722 (Psychosocial/clinical), or PHS 1723 & PHS1733 (Behavioral Neuroscience). During third year, two additional required research practica may be chosen from PHS 1730 & PHS 1734 (Psychosocial/clinical), or PHS 1735 (Behavioral Neuroscience).
 4. Approve the Comprehensive Examination offered at the end of the second year and the Clinical Practice Examination (CPX) to be taken during or after the end of third year.
 5. Approval of Dissertation Proposal by the dissertation committee before submitting the internship application.
 6. Complete 2000 hours of a doctoral internship. The internship may be completed in 40 hours per week during a 12-month period (Full Time) or 20 hours per week in a 24-month period (Half Time).
 7. Approval of the doctoral dissertation, which must be related to the field of Psychology in general or to Professional Psychology in particular. The program also recommends their students to submit their results for publication in a peer review journal. Every student should submit at least one manuscript for publication in a peer review journal during their doctoral program.

Grading System

All courses and grades obtained will appear on the student's academic record, including transferred courses from other institutions.

The Program has established evaluation criteria for the successful completion of courses. These criteria are made available to the students at the beginning of the course. The grading system for graduate students is as follows:

Letter	Grade
A	100% - 90%
B	89% - 80%
C	79% - 70%
F	Failed (below 70%)
E	Extended
I	Incomplete
IP	In Progress

Letter	Grade
P	Pass
NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal

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.

Satisfactory Academic Progress

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

This policy applies to all Clinical Psychology PhD Students enrolled at Ponce Health Sciences University (PHSU).

General Requirements

1. Time Frame for completion of the Academic Program

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

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

Program	Standard	Maximum
Clinical Psychology PhD	5 years	8 years

- a. **Definition of a full time:** Students with an academic load of 6 credits or more per semester will be considered full time doctoral students. Students registered in doctoral dissertation are also considered full time students.
- b. **Definition of half time:** Students with an academic load of 3 to 5 credits per semester will be considered half time students.
- c. **Definition of less than half time:** Students with an academic load of less than 3 credits per semester will be considered less than half time or part-time students.

2. Completion of Program Requirements

a. Course Requirements

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

b. Performance Requirement

A student must complete each academic year with a minimum grade point average of 3.00. Any student failing to meet this standard of performance will be referred to the Student Promotion Committee.

c. Comprehensive Examination Requirement

A Comprehensive Examination must be taken upon completion of the second academic year. A passing score in the exam is a requirement for candidacy to the Doctoral Degree.

d. Clinical Practice Examination (CPX)

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

e. Dissertation Proposal

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

f. Doctoral Dissertation Requirement

A Doctoral Dissertation with oral defense is required for graduation. The data obtained from the dissertation project will be organized in an article format, per APA publication guidelines and submitted for publication to a peer-reviewed journal, with the approval of the Dissertation Committee.

g. Professional Behavior Requirement

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

Grade Requirement

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

- A grade of "C" in any of the Clinical Courses (as identified in the program's handbook) is not allowed. Any "C" grade in a Clinical Course means that the course must be repeated.
- No more than two courses can be repeated in the entire program.
- Repeated courses with "C" grades will remain on record, but the new grade will be used to compute the grade point average.
- A grade of "F" in any course will result in referral to the Students Promotion Committee and considered for dismissal based on overall academic performance.
- Grades of "P" (Pass) or "NP" (Not Pass) are applicable to dissertation. When the dissertation activity requires more than one semester for its completion, the student receives a notation of "In Progress" (IP) for each semester and until the dissertation is approved.
- Grades of "P" (Pass) or "NP" (Not Pass) are applicable to Practica and Internship. A grade of "NP" requires repetition. In case of a second "NP" grade in the same practicum or internship, the student will be referred to the Students Promotion Committee with a recommendation for dismissal.
- An "I" (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the "I" (Incomplete) by the following semester.

Academic Probation and Financial Aid Eligibility

A student failing to meet the grade requirements will be placed on academic probation for one semester, but will be eligible for financial aid. At the end of the semester, if the student has not regained SAP, he/she loses financial aid for the following semester.

If the student is dismissed, but the dismissal decision is reversed by the due process, the student loses financial aid until SAP is reestablished.

Appeal Process for Academic Probation

Students notified that they are to be dismissed from the Ph.D. program, have the right to appeal the case in writing to the SBBS Dean within seven working days after receiving the notification.

The Appeal or Due Process for Dismissal presented below must be followed:

The SBBS Dean will evaluate the appeal and the student's academic record. Rejection of the appeal by the Dean is final. If the Dean has a reasonable doubt about the student's capacity or academic record, he/she can appoint a three-member Ad-Hoc Committee to re-evaluate all evidence.

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

The SBBS Dean will consider the Ad-Hoc Committee recommendation, and make the final decision within forty-eight (48) hours. Any decision will be reported to the student in writing. All decisions made by the Dean are final.

The same process described above will be followed in cases of unacceptable professional behavior. The corresponding Program Coordinator or the SBBS Dean will refer the case to the Promotions Committee. If the recommendation of the Promotion Committee is to dismiss the student, the appeal process described above will be activated.

In the event that an adverse decision is made due to non-academic reasons and the SBBS's Dean sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affairs. Any additional appeal should be submitted to the PHSU President.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: <http://psm.edu>

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

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

Curriculum

Summer

Code	Course Title	Credits
PHS 1624	Introduction to Basic Research	1

First Year Semester I

Code	Course Title	Credits
PHS 1522	Psychology of Personality	3
PHS 1832	Social Bases of Behavior	3
PHS 1511	Fundamentals of Neuroscience	3
PHS 1541	Fundamentals of Clinical Psychopathology	2
PHS 1581	Introduction to Clinical Practice	0
PHS 1512	Neuroanatomy Laboratory	2
IDH 1919	Interprofessional Perspectives in Health Disparities	1
Total		15

First Year Semester II

Code	Course Title	Credits
PHS 1573	Ethics in Professional Psychology	2
PHS 1625	Test Construction	2
PHS 1573	Ethics in Professional Psychology	2
PHS 1625	Test Construction	2

Code	Course Title	Credits
PHS 1582	Fundamentals of Clinical Intervention & Emergency Psychology	0
PHS 1686	Introduction to Psych Assessment and Testing	2
PHS 1524	Cognitive and Affective Bases of Behavior	3
PHS 1515	Human Growth and Development	3
PHS 1518	Principles of Psychoneuroimmunology	1
PHS 1622	Psychosocial/Clinical Research Practica I or	0
PHS 1687	Psychotherapy Seminar (Summer)	1
Total		14

Second Year Semester I

Code	Course Title	Credits
PHS 1645	Mood and Anxiety Disorders	3
PHS 1621	Descriptive and Inferential Statistics	3
PHS 1652	Cognitive Assessment	3
PHS 1681	Cognitive Assessment Laboratory	0
PHS 1683	Psychotherapeutic Techniques	0
PHS 1728	Research Proposal Development and Funding Mechanisms	2
PHS 1623	Psychosocial/Clinical Research Practica II	0
Total		11

Second Year Semester II

Code	Course Title	Credits
PHS 1527	History of Psychological Thought	2
PHS 1662	Cognitive and Cognitive -Behavioral Therapy	2
PHS 1626	Quantitative Research Methods	3
PHS 1655	Objective Personality Assessment	2
PHS 1658	Projective Assessment of Personality	2
PHS 1688	Practicum Projective Personality Assessment	0
PHS 1685	Conceptualization & Intervention Planning	0
PHS 1722	Psychosocial/Clinical Research Practica III or Behavioral	0
PHS 1723	Neuroscience Research Practica I	
	Comprehensive Examination	
Total		11

Third Year Semester I

Code	Course Title	Credits
PHS 1731	Racial, Ethnic and Cultural Diversity	3
PHS 1726	Qualitative Research Methods	2
PHS 1721	Advanced Statistics	3

Code	Course Title	Credits
PHS 1786	General Clinical Practice: Integration I	0
PHS 1747	Personality and Psychotic Disorders	3
PHS 1724 PHS 1733	Psychosocial/Clinical Research Practica IV or Behavioral Neuroscience Research Practica II	
MPH 7101	IRB Seminar	1
Total		12

Third Year Semester II

Code	Course Title	Credits
PHS 1766	Group Processes and Group Psychotherapy	2
PHS 1717	Clinical Psychopharmacology	2
MPH 5601	Scientific Writing	3
PHS 1648	Psychopath Disorders Children and Adolescents	2
PHS 1767	Family Therapy and Systemic Interventions	2
PHS 1787	General Clinical Practice: Integration II	0
PHS 1730/ PHS 1733	Psychosocial/Clinical Research Practica V or Behavioral Neuroscience Research Practica IV	0
	Clinical Practice Examination	
Total		11

Fourth Year Semester I

Code	Course Title	Credits
PHS 1773	Supervision and Consultation	3
PHS 1729	Behavioral Neuroscience Research Practica III (Elective)	0
PHS	Elective	2
PHS 1826	Doctoral Dissertation	0
PHS 1734 OR PHS 1735	Psychosocial/Clinical Research Practica VII or Behavioral Neuroscience Research Practica V (Electives)	0
Total		5

Fourth Year Semester II

Code	Course Title	Credits
PHS 1772	Program Development and Administration in Mental	2
PHS	Elective	3
PHS	Elective	2
PHS 1826	Doctoral Dissertation	0
Total		7

Fifth Year Semester I - Internship

Code	Course Title	Credits	Total Contact Hours
PHS 1900	Predoctoral Internship*	0	1000
PHS 1826	Doctoral Dissertation		0

Fifth Year Semester II - Internship

Code	Course Title	Credits	Total Contact Hours
PHS 1900	DOCTORAL INTERNSHIP*	0	1000
PSY 1826	DOCTORAL DISSERTATION	0	

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

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

Course Descriptions

PHS 1522 Psychology of Personality

The main personality theories are presented and analyzed through this course. The knowledge about the neurobiological substrate of human behavior gathered through the past decades will provide the foundation for the study of the biological basis of personality including temperament, genetic determinants of behavior, extraversion/ introversion dimensions, among others. After familiarizing the student with these concepts and with some of the relevant literature, the course enters into an in-depth exploration of orthodox psychoanalytic theory and into an overview of the main Neo-Freudian theories including Analytical and Individual Psychology of Jung and Adler. Horney's theory is also explored. A general view of Object Relations theory is also provided related to the psychoanalytic movement including the main principles of Melanie Klein, John Bowlby and Margaret Mahler. The rest of the course explores Trait Psychology (Allport, Eysenck, Costa & McCraig), Behaviorism (Pavlov and Skinner) with special emphasis on Social Learning theories (Bandura) and Humanism (Rogers, Maslow and Kelly). The course attempts to develop in the student the capacity to apply those theories to everyday life and to clinical situations. During the process of learning about human personality, the student will write reports and will learn to use the NEO-PI to consolidate the theoretical knowledge obtained through class. (3 credits)

PHS 1832 Social Bases of Behavior

Social Psychology is an area of psychology that fosters our understanding of how society influences the psychological, behavioral and biological dimensions of human beings. Individuals are socialized within particular contexts and this process manifests itself through his/her perceptions, cognitions, attitudes, emotions, embodiments and behaviors. This course provides an overview of the contributions of Social Psychology to different areas of studies, particularly to Clinical Psychology. Special emphasis will be placed on philosophical, cultural, economic and sociopolitical elements that have influenced its transformation through history. The study of Social Psychology is essential for the understanding of individual and collective phenomena, which is an indispensable tool for mental health professionals. In this course students, will explore Social Psychology's theory and practice.

Also, they will identify and reflect on the advantages and obstacles that social psychologists face as agents of social change. This will be done with special emphasis of the implications for clinical practice and research.

PHS 1511 Fundamentals of Neuroscience

Starting with a general exploration of the intrauterine development of the neural tube and crest, the course explores the anatomical and physiological foundation of the nervous system within a developmental context. It provides a general overview of the chemical basis of behavior. The lectures will mostly address normal neurological development and functioning but will make reference of the clinical implications of various endogenous and exogenous abnormalities such as genetic and neurodevelopmental variations and morphological abnormalities. The sensory, motor and arousal systems will be examined in detail. (3 credits)

PHS 1541 Fundamentals of Clinical Psychopathology

This course provides the foundation for the rich sequence of courses on psychopathological conditions in children, adolescents, adults and the elderly. It starts with a presentation and analysis of the theories about normality found within the literature and implicit within many psychometric scales and instruments. It follows with an analysis of the experience of stress, loss, trauma, dissociation and other non-pathological human experiences that reflect the borderline between normalcy and psychopathology. It concentrates on the techniques utilized to assess psychopathology within clinical settings with special and detailed attention to the Mental Status Evaluation. The main concepts utilized in the field of psychopathology will be explained.

PHS 1581 Introduction to Clinical Practice.

This is the first of a series of practicum designed to foster in the student the development of practical clinical skills. Through multiple exercises and after watching many hours of videotapes, the student will learn most of the basic skills needed to conduct initial interviews and to begin a therapeutic intervention. The practicum focuses on the development of an in-depth understanding of all the main components of the clinical interview. It teaches methods of recording and of analyzing data. It develops full awareness of the different dynamics of the Patient-Clinician relationship. The ethical handling of records and of confidential information will be addressed throughout the semester. The students will master basic skills in the logical and sequential organization of clinical data so that the information obtained through interviews may become meaningful and useful for clinical intervention. (50 hrs.) Year I: First Semester.

PHS 1512 Neuroanatomy Laboratory

The laboratory experience will allow the student to observe the morphological characteristics of the CNS including the spinal cord and its projections, the cranial nerves, the brain stem and peripheral vasculature of the brain. The student will observe the internal structure of the brain at the same time that such information is provided through PSIC 511. Special attention will be given to those hypothalamic, limbic and cortical zones that sub-serve the major neurocognitive and neurobehavioral functions. (0 credits) To be taken concomitantly with PSY 511.

PHS 1573 Ethics in Professional Psychology.

All professional activities performed by a Clinical Psychologist involve other individuals who are part of society and who are probably served by an organization. Many ethical situations involve conflictive decision making which intends to protect all participants of the issue. Such interactions and the need to safeguard the needs and rights of those being served in the professional context will be a major component of this course. The nature and types of ethical dilemmas will be examined from a conceptual as well as from an applied perspective. The course will gear around multiple cases that by themselves illustrate the different ethical issues that are most confronted in clinical practice. (2 Credits)

PHS 1625 Test Construction

This course provides the student with a more in-depth exposure to the process of test construction and validation. It intends to foster a better understanding of the psychometric properties of psychological tests and to develop specific skills in the adaptation of different psychometric instruments to populations different from the one for which the test was constructed and standardized. (2 credits)

PHS 1582 Fundamentals of Clinical Interventions and Emergency Psychology.

The course focuses on a detailed discussion of all major psychiatric/psychological emergencies that usually present to the emergency room or outpatient settings. A detailed discussion of suicide/aggression focuses on both psychological and social aspects that complicate this extreme emergency. Emphasis will be placed on psychological interventions, theoretical background and the medical management of emergencies associated to alcohol and substance abuse as well as major psychiatric disorders that may present for evaluation in the emergency room setting. Year I: Second Semester (50 hrs.)

PHS 1686 Introduction to Psychological Assessment and Testing

This is the first of the sequence of practica offered for the development of assessment and testing skills. The first portion of the practicum focuses on the basic attitudes and skills needed to conduct an assessment. The practicum follows with a presentation of the common assessment techniques with special emphasis on the utilization of data gathering instruments including interview schedules and outlines, assessment scales and brief paper and pencil, thematic and projective techniques. (2 credits)

PHS 1524 Cognitive and Affective Bases of Behavior

This course covers historical, philosophical and current research issues that have led to the understanding of cognitive and emotional processes. After an examination of the historical roots of the concepts, the research endeavors that shaped both fields will be explored leading to the formulation of theory and to the current knowledge about both processes. The study of emotional process will include laboratory demonstration of the research methodology currently used in many laboratories to study one of the major areas of the field; fear conditioning and extinction. Likewise, current research trends in cognitive psychology will be explored. Both areas will be addressed from their biological, social and psychological perspective. The clinical application of the knowledge and theories on cognition and emotion will be presented wherever is applicable. (3 credits)

The course will end with an overview of the systems that have most impacted the field of psychology during the last few decades including: humanism, cognitive, systems theory, cybernetics, constructivism, etc. (2 Credits)

PHS 1515 Human Growth and Development

This is one of the core theoretical courses of the program that also provides an opportunity for the student to develop competencies in the assessment of diverse developmental milestones and neurodevelopmental functions in infants and children. The course begins with a presentation of the process of birth and of the clinical methods utilized to assess normal development during the perinatal stage. It follows with a description of the normal progression of the basic areas including motor, sensory, language, cognitive, social and emotional. Various developmental scales and psychometric instruments will be taught during the semester. (3 credits)

PHS 1518 Principles of Psychoneuroimmunology

Psychoneuroimmunology emerges as a science and branch of medicine, which attempts to provide a scientific explanation to the issue of mind/body relationships. In this sense, it proposes, studies and explains the existing communication between diverse body systems that are responsible for maintaining the equilibrium that allows for a harmonic and healthy functioning of the human body. Students will explore the area of psychoneuroimmunology through a review of the principal concepts on the topic, of the scientific literature and through the most current areas of research. The effect of stress upon the immune system is examined. Specific psychological and CBT techniques utilized by the field of psychoneuroimmunology to treat patients with stress and immune disorders are introduced as well. HIV is explored as an example of a condition that through psychological intervention the Psychologist can impact the psychoneuroimmunological status of the person treated. (1 credit)

PHS 6450 Mood and Anxiety Disorders

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

The role of anxiety in our lives will provide the foundation for the analysis of the more disturbing anxiety-related syndromes that frequently presents in clinical practice. Generalized Anxiety Disorder, Phobias, Panic Attacks, PTSD, Obsessive Compulsive Disorders, Somatoform disorder and other Anxiety-related syndromes will be explored throughout the course. Clinical manifestations, differential diagnosis and the somatic and psychological treatment approaches to these syndromes will be emphasized. The Neurophysiology of anxiety will be explored together with the somatic interventions utilized to control it. (3 credits) Prerequisite: PSY 541

PHS 1621 Descriptive and Inferential Statistics

The course is designed as an entry level graduate course in statistics and covers inferential statistical techniques to solve applied research problems. Also, the course will provide knowledge and experience in the use of the SPSS program to resolve the basic descriptive and inferential statistical problems. (3 Credits)

PHS 1652 Cognitive Assessments

After exploring some of the basic theoretical and psychometric issues surrounding the “intelligence” construct, the course will examine the evaluation of intelligence and other cognitive functions and academic achievement. The main instruments presented are: Wechsler scales (Pre-School, Child, Adult), Test of Non Verbal Intelligence II and K-ABC. Through this course and its concurrent Cognitive Assessment Practicum, the student will acquire the necessary skills to ethically and competently administer these tests and other psychometric instruments. The course will also concentrate on the scientific method of hypothesis generation, on the type of inferences that may be drawn from these tests and on the different models of data interpretation available through the scientific psychometric literature. (3 Credits). Prerequisite: PSY 625

PHS 1681 Cognitive Assessment Practicum

Supervised practice in the administration, correction and interpretation of cognitive assessment instruments. The student will acquire the necessary skills to ethically and competently administer these tests. (30 hrs.) To be taken concomitantly with PSY652.

PHS 1683 Psychotherapeutic Techniques

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

PHS 1622 Psychosocial/Clinical Research Practicum I

This course is designed to provide students with a supervised research experience with a faculty member of the Clinical Psychology Program. The course will be divided in two main components: Lecture and Practicum. It is expected that the student will spend from four to ten hours per week on practicum activities. The primary objective of the research practicum is to strengthen students’ ability to synthesize different phases and components of psychological research related to health psychology, psychopathology, test development and standardization, among other areas.

Students will participate in the different aspects of the research projects assigned including; articulation of research questions, literature review, selection of sampling techniques, formulation of design strategies, development of data gathering instruments and other methods of data collection, data analysis, interpretation of results and research report writing.

PHS 1728 Research Proposal Development and Funding Mechanisms

The purpose of this course is to guide students to write scientific research proposals for submission to funding agencies. The emphasis is on grant and fellowship funding opportunities most relevant to psychology researchers. The course will offer guidance on selecting a suitable research topic, organize and plan the project, identify a funding agency, write the proposal and on how to manage the project once it is funded. The course also discusses the ethical responsibilities of the researcher, the proposal review process and what alternatives are available once a research or a grant proposal is not approved for funding. (2 Credits)

PHS 1527 History of Psychological Thought

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

PHS 1662 Cognitive and Cognitive-Behavioral Therapy

CBT has become one of the main therapeutic approaches utilized by Professional Psychologists. Backed by an impressive body of scientific research, CBT serves as the intervention backbone for many other subspecialties in the field of Clinical Psychology including Health Psychology, Addiction Psychology, Child Therapy and others. Based upon the extensive literature on Learning Theories, Cognitive Psychology and Behavior Modification, the most effective Cognitive and Cognitive Behavioral therapeutic modalities will be presented throughout this course; e.g. Cognitive Therapies, Rational Emotive Therapy, Multi-modal therapy, Cognitive-Developmental Therapy. Some of the techniques emphasized during the course are: Systematic Desensitization, Behavior Rehearsal and Cognitive Restructuring. Multiple behavior and cognitive assessment techniques will be demonstrated and fully covered. (2 credits)

PHS 1658 Projective Assessment of Personality - Prerequisites: PHS 522, 541 and 652

Projective techniques constitute an important component of the Clinical Psychologist armamentarium of diagnostic tests. The newer Rorschach system is one of the most widely utilized of these techniques. This course will focus on the Rorschach method as perceptual-cognitive problem-solving tasks with an incomparable projective potential.

Learning the administration and scoring of the Rorschach will be the main objective of the course. The thematic techniques (TAT, CAT) and various Paper-Pencil projective techniques will be presented as secondary and/or alternate personality assessment methods.

PHS 1688 Practicum Projective Personality

Through this practicum students will learn the administration, scoring and interpretation of the projective techniques presented through the Projective Assessment Course. The thematic techniques, especially the TEMAS (Tell-Me-AStory) test will be the main focus of the practicum. The practicum will prepare students

to write personality assessment reports and for conducting high quality, ethically sensitive, feedback sessions. Assessment (30 hours) to be taken concomitantly with PSY 658.

PHS 1685 Conceptualization & Intervention Planning

This is the practicum experience for the second semester of the second year. The student will be placed in a community practicum site during the semester. Once per week, the students will meet with their practicum coordinator to discuss relevant issues related to their experience. At the didactic level this practicum will attempt to develop in the student, conceptualization and intervention planning techniques. Therefore, the student will develop the capacity to understand clinical cases and to develop a coherent intervention plan through these didactic experiences and case presentations. To achieve these clinical skills the student will be able to integrate the theoretical knowledge and the skills accumulated from previous practica and theoretical courses with the experiences they are having at their practicum site. (250 hrs) Prerequisite: PSY 683

PHS 1623 Psychosocial/Clinical Research Practicum II

This course is a continuation of Research Practicum III centering on the development of clinical/social research competencies. Students will continue to gain supervised research experience with faculty members of the Clinical Psychology Program. Although some lectures will be provided on practical research issues, most of the time of this research practicum will be spent in developing skills with data collection, data analysis and development of research reports and/or publications. To accomplish these goals students will spend from four to ten hours per week on practicum activities. (0 Credits)

PHS 1731 Racial, Ethnic and Cultural Diversity

The technological advances of contemporary societies have brought human beings from diverse backgrounds closer together. Such demographic changes have urge psychologists and other mental health practitioners to increase their understanding of diversity issues. Contemporary, multicultural societies also require from psychologist a broader repertoire of clinical and psychotherapeutic interventions. This course addresses these critical needs of professional psychologists by exposing students to the theory and practice of multicultural psychology. (3 credits)

PHS 1786 General Clinical Practice: Integration I (250 hrs.) Prerequisite: PSY 685

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

PHS 1747 Personality and Psychotic Disorders (3 credits) Prerequisite: PSY 645

Through this course the student will be guided through the exiting literature on Personality Disorders to read the theories that best illustrate these complex clinical syndromes. Through this approach the student

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

PHS 1722 Psychosocial/Clinical Research Practicum III

This practicum is designed to provide students with a supervised research experience with a faculty member of the Clinical Psychology Program. The practicum will be divided in two main components: lecture/didactic activities and practicum/experiential hands-on opportunities. It is expected that the student will spend from six to ten hours per week on practicum related activities including direct research experiences. The primary objective of the research practicum is to strengthen students' ability to comprehend the different phases and components of psychological research related to health psychology, psychopathology, test development, among other areas. Students will participate in different aspects of the research projects assigned including; articulation of research questions, literature review, selection of sampling techniques, formulation of design strategies, development of data gathering instruments and other methods of data collection. (0 Credits)

MPH 7101 IRB Seminar

This seminar will expose the student to the regulations for the protection of human and animal subjects in the context of the main types of research methodologies. The main ethical issues underlying the ethical execution of research projects will be initially considered. The regulations expressed in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, The Belmont report, will be considered and will serve as the foundation for the seminar, within the broader ethical perspective initially presented. Students will learn that all government and private institutions receiving funds from the DHHS (including NIH & NIMH) that support or engages in research with human subject adhere to these regulatory requirements guided by the ethical principles of the Belmont Report. (1 Credit)

PSY 1766 Group Processes and Group Psychotherapy

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

PSY 1717 Clinical Psychopharmacology

The initial portion of the course provides an introduction to pharmacodynamics and pharmacokinetics. It explores the main neurotransmitter systems of the brain and the role they play on abnormal behavior. The rest of the course focuses on the basic pharmacological properties and clinical actions of the main psychotropic medication including: Antidepressants (SSRI, Tricyclics and newer agents), Anxiolytics (with emphasis on Benzodiazepines), hypnotics, mood stabilizers, high and low potency neuroleptics (emphasis on the newer generation of antipsychotic medication). (2 credits)

MPH 5601 Scientific Writing

This course concentrates on writing a research paper and on the effective presentation of scientific information in text and figures. It emphasizes an approach oriented to the reader, addressing subjects such as: Writing tables, abstract introduction, methods, results and discussion. Students will learn about the writing process by drafting and revising a manuscript bases on their own research. (3 Credits)

PHS 1648 Psychopathological Disorders in Children and Adolescents

A general exploration of the different psychological and neurodevelopmental disorders of childhood and adolescence including Autism, ADHD, elimination and eating disorders, behavioral disorders, affective and anxiety disorders. The main theoretical positions available about each condition will be presented to assist the student in gaining an adequate understanding of the underlying dynamics of each condition, in addition to their clinical manifestation. (2 credits) Prerequisite: PSY 541

PHS 1767 Family Therapy and Systemic Interventions (2 Credits)

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

PHS1787 General Clinical Practice: Integration II (250 hrs.) Prerequisite PSY 786

During the second semester of the third year the student will meet with their practicum coordinator to further explore ways of integrating clinical material in such a way as to allow them to gain better understanding of cases and to elaborate comprehensive and realistic treatment plans. During this practicum, the student will develop further competencies in the utilization of Empirically Validated Procedures (EVP). Cases will be presented and discussed with the intention of further delineating clinical syndromes utilizing psychometric and historical information together with patients' response to the intervention. This module will also help the student to gain a broader perspective of the context in which treatment occurs, being this learning objective consonant with their third-year academic program. This entails the capacity to integrate different types of treatment modalities including child therapy and systemic interventions, family therapy, advanced psychopathology as well as theoretical information obtained through the other courses of the third-year program. Therefore, the student will learn to integrate knowledge from multiple sources within the field of mental health with the information

obtained from the patients being served at the practicum sites, as well as learn to derive a deeper understanding of their professional roles and of the intervention strategies available within our understanding of EVP.

PHS 1727 Psychosocial/Clinical Research Practicum IV

This course is a continuation of Research Practicum III centering on the development of clinical/social research competencies. Students will continue to gain supervised research experience with faculty members of the Clinical Psychology Program. Although some lectures will be provided on practical research issues, most of the time of this research practicum will be spent in developing skills with data collection, data analysis and development of research reports and/or publications. To accomplish these goals students will spend from four to ten hours per week on practicum activities. (0 Credits)

PHS 1725 Behavioral Neuroscience Research Practicum II

This course provides the students the opportunity to design experiments related to the field of Behavioral Neuroscience. The students will gain experience in neuroscience experimentation, gather substantial data sets and develop skills in scientific report writing and presentation. The students will apply some of the techniques learned in the Behavioral Neuroscience Laboratory I. (0 Credits)

PHS 1773 Supervision and Consultation (3 credits)

This course explores the historical context and the philosophy of supervision. It analyzes the major supervision models and their application to psychotherapeutic and educational/training settings. The differences between the supervisor and consultant role will be explored in the context of the relationship with the supervisee and the consultee. Most common consultation settings for psychologists such as schools and organizations will be emphasized, exploring contemporary strategies and techniques such as coaching and mediation. Students will be given the opportunity to supervise at least one student in their initial clinical practice. Their supervisory work will be monitored and supervised by the course professor. The student will provide a written report on the experience. Every student will identify, analyze and present in class a critical review of a research article published in the last 5 years, in a topic relate to clinical supervision or consultation.

PHS 1729 Behavioral Neuroscience Research Practicum III (0 Credits)

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

PHS 1826 Doctoral Dissertation (0 Credits)

The student will register in Psychology 826 during the 4th year and will meet regularly with his/her thesis advisor and other committee members. Through these meetings, the student will be guided towards the completion of his/her dissertation project.

PHS 1836 Psychology of Gender (2 credits)

An exploration of adult personality development forms the foundation of this course with special reflection on gender differences as identified through relevant research and humanistic literature. The different stages of adult development will also serve as the foundation to explore the psychosocial and psychocultural issues that have affected adults in traditional and contemporary societies. The course will address the following topics, among others: Life styles and sexual orientation, the GLBT movement; multilateral and multigenerational relationships and connectedness; social roles, work and community; marriage, pregnancy, mothering and fatherhood and health and gender. Gender issues, gender roles and gender differences and similarities will be of primary concern for this course. The psychotherapeutic implications of these issues will be addressed throughout the course.

PHS 1801 Teaching Psychology Laboratory. (30 Hours). Prerequisite: PSY 621 & PSY 721

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

PHS 1724 Introduction to Cognitive Neuroscience

This is a survey course that covers the following areas of Cognitive Neuroscience: brain evolution, perception, attention, memory, language, emotion and consciousness. The objective of the course is to introduce students to the main issues in each field and guide further independent reading. (2 credits) Prerequisites: Medical Neuroscience Course, or PSY 511.

PHS 1772 Program Development and Administration in Mental Health. (2 Credits).

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

PHS 1900 Doctoral Internship

This is a 2000-hour per year intensive clinical experience. The student will be placed for 40 hours per week for 12 months (or 20 hours for 24 months) in a clinical setting where opportunities for further growth are abundant. Such work will be closely supervised given that this is the last experiential component of their program.

Master of Science in School Psychology

Program Description

The Master of Science in School Psychology (MSSP) program of Ponce Health Sciences University (PHSU) is a Terminal Master Degree Program that concomitantly provides students the foundations of the School Psychology profession. The program will prepare its graduates to engage in competent practice of the profession, at the Master level.

As part of the program, students have an option of completing a concentration in Neuropsychology (NP) or in Neuroscience of Learning (NSL). With this MSSP, students will be able to seek licensing in PR and in most states of USA. They may also pursue doctoral studies in School Psychology, Clinical Psychology and Neuropsychology or in Clinical Neuropsychology. By acquiring the foundational competencies of School Psychology, students will master the Knowledge, Skills and Attitudes associated to the main competencies of Professional Psychology. These are: Biological Bases of Behavior, Social Bases of Behavior, Cognitive and Emotional Bases of Behavior, Human Growth and Development, Research and Statistics, Test Construction, Ethics and History of Psychology and Psychology of Personality.

Program Goals

The goals of MSSP are:

1. To develop in our students an in-depth understanding of the psychological (cognitive, affective, motivational), biological and socio-cultural bases of normal and abnormal behavior that serves as the foundation of the practice of School Psychology.
2. To prepare school psychologists for the ethical delivery of evidence-based psychotherapeutic interventions, assessment and diagnosis when assuming the contemporary roles of the profession based upon the evolving scientific knowledge and expanding scope of practice.
3. **Neuropsychology Track:** To develop in students, foundational competencies in the field of Neuropsychology allowing them a broad understanding of brain behavior relationships and of the base of psychological processes as they manifest through the development spectrum.
4. **Neuroscience of Learning Track:** To prepare School Psychologists competent in the understanding of the neurophysiology of learning and of the individual and systemic techniques available to transform learning environments according to the principles of neurolearning.

Admissions Requirements

A bachelor's degree from a college or university approved by the Council on Higher Education and/or by the corresponding regional accrediting agencies.

At least 15 credits in Psychology at the bachelor's level including the following courses:

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

1. Submit an official transcript of all college level work completed and of all graduate courses taken. Failure to submit transcripts of any graduate or undergraduate work is considered a serious offense.
2. A minimal GPA of 3.00
3. Results within the mean on the “Examen de Admisión a Estudios Postgraduados” (EXADEP) or in the Graduate Record Examination (GRE)
4. Three letters of recommendation from professors or professionals familiar with the candidate’s performance in academic and work settings.
5. Certificate of good conduct from the Police Department.
6. A personal interview and written essays.
7. US \$80 application processing fee (non-refundable).

Upon acceptance, all students are required to submit

1. Written confirmation of acceptance and a non-refundable deposit of \$100.00 to secure the seat in the entering class.
2. Physical Exam (using a form provided by Admissions Office)
3. Evidence of up to date immunization record (must include Varicella, Td Adult, MMR and three doses of Hepatitis B).
4. Other pertinent documents as necessary

Graduation Requirements

1. Students must complete all courses within the established time frame. The Program requires a total of 62 credits and 750 Clinical Practice contact hours.
2. Student should complete all requirements and maintain a minimum grade point average of 3.00 every semester.
3. The program requires approval of a Comprehensive Examination covering core areas of the field of School Psychology.
4. The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University, the corresponding accreditation agencies and the Clinical Practice Manual of the Program.

Grading System

All courses and grades obtained will appear on the student's academic record, including transferred courses from other institutions.

The Program has established evaluation criteria for the successful completion of courses. These criteria are made available to the students at the beginning of the course. The grading system for graduate students is as follows:

Letter	Grade
A	100% - 90%
B	89% - 80%
C	79% - 70%
F	Failed (below 70%)
E	Extended
I	Incomplete
IP	In Progress
P	Pass
NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal

Satisfactory Academic Progress

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

This policy applies to students enrolled in the Masters in Science in School Psychology at Ponce Health Sciences University.

General Requirements

1. Time Frame for completion of the Academic Program

A School Psychology Student will be allowed a maximum time frame of 2.5 years of enrollment beyond the 2.5 years standard required for the completion of the program. Summer enrollment is considered part of the academic year for the purpose of this measure.

The total amount of years for completion of the degree includes those graduate courses accredited on admission to the School Psychology Program.

- a. Definition of a full time: Students with an academic load of 6 credits or more per semester will be considered full time graduate students.
- b. Definition of half time: Students with an academic load of 3 to 5 credits per semester will be considered half time students.
- c. Definition of less than half time: Students with an academic load of less than 3 credits per semester will be considered less than half time or part-time students.

2. Completion of Program Requirements

- a. Course Requirement
Students must complete all courses within the established time frame. The Program requires a total of 62 credits.
- b. Performance Requirement
A student must maintain a minimum grade point average of 3.00 for every semester. A student failing to meet this standard of performance will be referred to the Students Promotion Committee.
- c. Comprehensive Examination Requirement
The program requires approval of a Comprehensive Examination covering core areas of the field.
- d. Professional Behavior Requirement
The students should conduct themselves in accordance with the norms for professional behavior set forth by Ponce Health Sciences University, the corresponding accreditation agencies and the Clinical Practice Manual of the School Psychology Program.

Grade Requirement

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. No more than two courses may be approved with a grade of C.
2. Obtaining a grade of C in a third course will require that student repeat such course (s).
3. Repeated courses with "C" grades will remain on record, but the new grade will be used to compute the grade point average.
4. A grade of "F" in any course will result in referral to the Students Promotion Committee and considered for dismissal based on overall academic performance, including GPA in the program.
5. Grades of "P" (Passed) or "NP" (Not Pass) are applicable to Practice. A grade of "NP" requires repetition. In case of a second "NP" grade in the same practicum, the student will be referred to the Students Promotion Committee with a recommendation for dismissal.
6. An "I" (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the "I" (Incomplete) by the following semester or an administrative "F" will replace it.

Appeal Process for Academic Affairs

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

The appeal or due process presented below must be followed.

The student will appeal in writing to the Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. The SPC has 48 hours to submit its decision to the Program's Dean, who will notify the decision to the student.

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

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

Any decision will be reported to the student in writing. The decision made by the SBBS Dean is final.

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

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

Financial Aid Eligibility

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

Enforcement

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

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

Tuition and Fees

For more details of PHSU tuition and fees please refer to: <http://psm.edu>

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

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

Curriculum

First Semester

Code	Course Title	Credits
SCP 515	Lifespan Human Development	3
SCP 522	Psychology of Personality and Of Individual Differences	3
SCP 686	Introduction to Psychological Assessment	2
SCP 581	Clinical Practice I	0
SCP 532	Social Bases of Behavior and Diversity	3
SCP 625	Test and Measurement	2
Subtotal		13

Second Semester

Code	Course Title	Credits
SCP 652	Intellectual Assessment	3
SCP 681	Intellectual Assessment Practicum	0
SCP 620	Research in Psychological Sciences	2
SCP 573	Professional Behavior and Ethics	2
SCP 582	Clinical Practice II	0
SCP 541	General Principles of Psychopathology	2
SCP 660	Behavior Modification: Theory & Practice	2
Subtotal		11

Third Semester

Code	Course Title	Credits
SCP 623	Research Methods and Statistics	3
SCP 649	Psychological Disorders in Children & Adolescents	3
SCP 658	Projective Assessment Techniques	2
SCP 683	Clinical Practice III	0
SCP 755	Psychoeducational Assessment and Consultation	2
SCP 767	Family Therapy and Systemic Interventions	2
SCP 766	Group Therapy	2
SCP 688	Practicum Projective Assessment Techniques	0
Subtotal		14

Fourth Semester – Neuropsychology Track

Code	Course Title	Credits
NPS 511	Biological Bases of Behavior: Neuroscience	3
NPS 512	Neuroscience Laboratory	2
NPS 524	Cognition and Emotion	3
NPS 851	Neuropsychological Assessment	3
SCP 786	Clinical Practice IV: Integration	0
NPS or SCP	Directed Elective	2
Subtotal		13

Fourth Semester – Neuroscience of Learning Track

Code	Course Title	Credits
SCP 786	Clinical Practice IV: Integration	0
NSL 601	Brain-Based Learning	3
NSL 502	Sensory and Sensory-Motor Development: Implications for Assessment and Teaching	2
NSL 512	Theoretical Models of Learning	1
NSL 602	Neuropsychology of Learning Disorders: A Pragmatic Approach	2
NSL 611	Design and Administration of Neuroscience-Based Learning Environments	2
NSL OR SCP	Directed Elective	3
Subtotal		13

Fifth Semester

Code	Course Title	Credits
SCP 789	School Psychology Practicum	0
SCP 717	Psychopharmacology for Psychologists	2
SCP 772	Program Development	2
	Elective Courses	7
	Comprehensive Examination	0
Subtotal		11

Electives

Code	Course Title	Credits
SCP 847	Neuropathology	2
SCP 764	Evidence-Based Interventions or Children and Adolescents	2
SCP 865	Autism Spectrum Disorders	2
NSL 612	Neurodevelopment Alterations: Learning and Behavioral Manifestations	3
Subtotal		9

Course Descriptions

SCP 515 Life Span Human Development

This is one of the core theoretical courses of the program that also provides an opportunity for the student to develop competencies in the assessment of diverse developmental milestones and neurodevelopmental functions in infants and children. The course begins with a presentation of the process of birth and of the clinical methods utilized to assess normal development during the 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. Various developmental scales and psychometric instruments will be taught during the semester.

SCP 522 Psychology of Personality and of Individual Difference

The main areas of interest of the field of Personology will be covered through this course. Emphasis is given to the holistic theories of personality and their clinical application. However, many of the issues studied by Trait Psychologist and constructs utilized to describe and explain human behavior by Social Psychologist and Social Learning Theorists will be addressed. The newer concepts on the neurobiological underpinnings of personality will also be presented and discussed based upon extant research. Other concepts emanating from depth and personality-developmental psychology will be discussed in detail. The course attempts to develop the capacity to apply such theories and construct to everyday life and to clinical situations. During the process of learning about human personality, the student will develop familiarity with a number of scales and tests that are utilized to measure various personality variables including the NEO-PI III.

SCP 532 Social Bases of Behavior and Diversity

Social Psychology is an area of psychology that fosters our understanding of how society influences the psychological, behavioral and biological dimensions of human beings. Individuals are socialized within particular contexts and this process manifests itself through his/her perceptions, cognitions, attitudes, emotions, embodiments and behaviors. This course provides an overview of the contributions of Social Psychology to different areas of studies, particularly to Clinical Psychology. Special emphasis will be placed on philosophical, cultural, economic and sociopolitical elements that have influenced its transformation through history. The study of Social Psychology is essential for the understanding of individual and collective phenomena, which is an indispensable tool for mental health professionals. In this course students, will explore Social Psychology's theory and practice. Also, they will identify and reflect on the advantages and obstacles that social psychologists face as agents of social change. This will be done with special emphasis of the implications for clinical practice and research.

SCP 541 General Principles of Psychopathology

This course provides the foundation for the rich sequence of courses on psychopathological conditions in children, adolescents, adults and the elderly. It starts with a presentation and analysis of the theories about normality found within the literature and implicit within many psychometric scales and instruments. It follows with an analysis of the experience of stress, loss, trauma, dissociation and other non-pathological human experiences that reflect the borderline between normalcy and psychopathology. It concentrates on the techniques utilized to assess psychopathology within clinical settings with special and detailed attention to the Mental Status Evaluation. The main concepts utilized in the field of psychopathology will be explained. The student will learn the meaning of symptoms, signs and syndromes as these relate to normal and abnormal dynamics of both organic and psychological nature. The course ends with an exploration of the Adjustment Disorders, of DSM-V "V" codes, of the DSM V culture-bound syndromes (e.g. nervous breakdown) and of the milder forms of psychological dysfunction. Students will be introduced to the ICD-10 system of classification.

SCP 573 Professional Behavior and Ethics

All professional activities performed by a School Psychologist involve other individuals who are part of society and who are probably served by an organization. Many ethical situations involve conflictive decision making which intends to protect all participants of the issue. Such interactions and the need to safeguard the needs and rights of those being served in the professional context will be a major component of this course. The nature and types of ethical dilemmas will be examined from a conceptual as well as from an applied perspective. The course will gear around multiple cases that by themselves illustrate the different ethical issues that are most confronted in clinical practice.

SCP 581 Clinical Practice I

This is the first of a series of practicums designed to foster in the student the development of practical clinical skills. Through multiple exercises 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 on how to keep track and analyze data. It develops full awareness of the different dynamics of the Patient-

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

SCP 582 Clinical Practice II

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

SCP 620 Research in Psychological Sciences

This course will provide the foundation for the acquisition of practical research skills. The course expands from the literature search, through the selection of a definable problem, to the elaboration of hypothesis and initial methodological considerations. The student can review research report and evaluate the entire articles and the specific steps utilized to conduct scientific research.

SCP 623 Research Methods and Statistics

As a continuation of SCP 620, the student will obtain a more detailed exposure to psychological research methods through this course. Qualitative and quantitative approaches will be compared and contrasted. 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.

SCP 625 Test and Measurement

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

SCP 649 Psychological Disorders in Children and Adolescents

This course provides a general exploration of the different psychological and neurodevelopmental disorders of childhood and adolescence including Autism, ADHD, elimination and eating disorders, behavioral disorders, affective and anxiety disorders. The main theoretical positions available about each condition will be presented to assist the student in gaining an adequate understanding of the underlying dynamics of each condition, in addition of their clinical manifestation. The conditions will be explored based upon recent research literature and using both DSM-V and ICD-10 classification systems.

SCP 652 Intellectual Assessment

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

SCP 658 Projective Assessment Techniques

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

SCP 660 Behavior Modification

This course serves as an adjunct to the Cognitive and Cognitive-Behavioral Therapy course also to be taken during the first semester of the second year. Its main goal is the development of an advanced understanding of the multiple ways in which behavior may be altered through interactions with the environment. Students will be able to gain a solid working knowledge of Learning Theories as they apply to real life contexts and to clinical settings. The course will introduce the student to the different theoretical traditions of the field. The student will learn the principles of Applied Behavioral Analysis. They will also learn about other technological advances of the field based on Respondent/Classical and Social Learning approaches. By the end of the course the student will be able to design a behavior modification program for a particular problem or situation.

SCP 681 Intellectual Assessment Practicum

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.

SCP 683 Clinical Practice III

While placed in a community agency during the first semester of the second year the student will attend this practicum to acquire therapeutic skills based upon the Learning Psychotherapy system. Multiple exercises will be performed by the student in the process of developing a solid and coherent set of readily

accessible therapeutic competencies. The student will also share their experiences at their practicum sites and will learn how to integrate the skills learned in class to the work being done with patients.

SCP 686 Introduction to Psychological Assessment

This is the first of the sequence of courses offered for the development of assessment and testing skills. The first portion of the practicum focuses on the basic attitudes and skills needed to conduct an assessment. The practicum follows with a presentation of the common assessment techniques with special emphasis on the utilization of data gathering instruments including interview schedules and outlines, assessment scales and brief paper and pencil, thematic and projective techniques.

SCP 688 (To be taken concomitantly with SCP 658) Practicum Projective Assessment Techniques

Through this practicum students will learn the administration, scoring and interpretation of the projective techniques presented through the Projective Assessment Course.

The thematic techniques, especially the Thematic Apperception Test, the Children Apperception Test, as well as several paper and pencil projective techniques will be main focus of the practicum. Students will also acquire the basic skills for writing personality assessment reports and for conducting high quality, ethically sensitive, feedback sessions.

SCP 717 Psychopharmacology for Psychologists

The initial portion of 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 including: Antidepressants (SSRI, Tricyclics and newer agents), Anxiolytics (with emphasis on Benzodiazepines), hypnotics, mood stabilizers, high and low potency neuroleptics (emphasis on the newer generation of antipsychotic medication).

SCP 755 Psychoeducational Assessment and Consultation

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

SCP 764 Evidence-Based Interventions for Children and Adolescents

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

SCP 766 Group Therapy

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

SCP 767 Family Therapy

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.

SCP 772 Program Development and Management

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

SCP 786 Clinical Practice IV

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

skills the student will be able to integrate the theoretical knowledge and the skills accumulated from previous practice and theoretical courses with the experiences they are having at their practicum site

SCP 789 School Psychology Practicum

This is the module that follows the course on Psychoeducational Assessment and Professional Consultation in Academic Settings. The main focus of this practicum is to assist students in integrating the knowledge obtained in that course and in the child psychopathology course to the actual work with students in academic settings. Placements will be in school throughout the southern part of the island.

SCP 847 Neuropathological Conditions

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

SCP 865 Autism Spectrum Disorders

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

NPS 511 Biological Bases of Behavior: Neuroscience

Starting with a general exploration of the intrauterine development of the neural tube and crest, the course explores the anatomical and physiological foundation of the nervous system within a developmental context. It provides a general overview of the chemical basis of behavior. The lectures will mostly address normal neurological development and functioning but will make reference of the clinical implications of various endogenous and exogenous abnormalities such as genetic and neurodevelopmental variations and morphological abnormalities. The sensory, motor and arousal systems will be examined in detail.

NPS 512 Neuroscience Laboratory

The laboratory experience will allow the student to observe the morphological characteristics of the CNS including the spinal cord and its projections, the cranial nerves, the brain stem and peripheral vasculature of the brain. The student will observe the internal structure of the brain at the same time that such

information is provided through PSY 511. Special attention will be given to those hypothalamic, limbic and cortical zones that sub-serve the major neurocognitive and neurobehavioral functions.

NPS 524 Cognition and Emotion

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

NPS 851 Clinical Neuropsychology

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.

NSL 502 Sensory and Sensory-Motor Development: Implications for Assessment and Teaching

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.

NSL 512 Theoretical Models of Learning

This course will focus on the main tenets of Human learning and cognitive processes. It will provide a brief chronological overview of the development of learning theories until their integration with neurosciences. However, the main target of this course is to introduce students to the differentiation of significant versus mechanic learning within the learning process. Major theories and aspects concerning the learning process and their implications for the instructional process will also be examined.

NSL 601 Brain-Based Learning

This course will introduce the student to the confluence of knowledge where the area of Neuroscience of Learning was born from. Along the course the student will be able to delve on to the basic principles that govern this emerging field of knowledge. Furthermore, learners will be taught how to create brain-based environments in the classroom and will experience how to transfer the knowledge from the theory to the practice in a meaningful manner. Concrete techniques for teaching and learning developed from brain-based learning theories will also be examined.

NSL 602 Neuropsychology of Learning Disorders: A Pragmatic Approach

This course will focus on introducing the student to specific techniques supported by neuroscientific findings to work with people living with learning disorders. Although a general overview of different disorders will be offered lectures will be centered on the following disorders: Mental Retardation, Reading Disorder, Disorder of Written Expression and Mathematics Disorder. In addition, special attention will be dedicated on how to establish brain-based environments for people with learning disorders.

NSL 611 Design and administration of Neuroscience-Based Learning Environments

This course seeks to impact the field of pedagogy incorporating up to date research findings that shows how to create enrich environments for learning. Special attention will be dedicated to the process of syllabi development and to the inclusion of brain-compatible strategies for the different subjects at school. New evidence-based assessment techniques will be suggested as well. The long-term goal is ultimately impacting school's curriculums, the perception of pedagogy and the delivery of education in are contemporary society.

NSL 612 Neurodevelopmental Alterations: Genetic, Metabolic, Morphological and Perinatal Factors and Its Manifestations Through Learning and Behavior

This course will focus on introducing the student to the etiology, prevalence and prognosis of developmental disorders from genetic, metabolic and morphological perspectives. Although a general overview of different disorders will be offered lectures will be centered on the following disorders: Mental Retardation, Attention Deficit Disorder and Autistic Spectrum. In addition, the manifestations of developmental alterations through learning and behavior will be revised. Tools to establish favorable environments for learning for people.

Professional Certificate in Family and Couples Therapy

Programs Description

This certificate program provides training in family and couples therapy. It is designed to enhance the assessment, intervention and consultation skills of professionals from the behavioral sciences, medicine and other health sciences holding at least a Master's degree and professional license. Graduate students in a psychology doctoral program are allowed to register in the program.

Program Goals

The primary goals of the Certificate Program in Family and Couples Therapy are:

1. To develop or enhance the competencies of licensed mental health or health professionals in therapeutic interventions with couples and families.
2. To develop or enhance the competencies of licensed mental health or health professionals in the knowledge of systemic interventions and in the cultural, ethical and legal implications of couples and family therapy practice.

Admissions Requirements

1. Master in Art, Master in Science or MD degree from an institution of higher education
2. Professional License or registered in a Professional Psychology doctoral program.
3. Complete a personal interview with program faculty.
4. Submit the following documents:
 - a. Official transcript from all graduate schools attended.
 - b. Copy of professional license
 - c. Two letters of recommendation written by individuals familiar with the applicant's professional work and skills, using the format accompanying the application form.
 - d. Certificate of No Penal Record
 - e. Application processing fee of US\$80.00, non-refundable

Graduate students in Clinical, Counseling, School Psychology, Social Work or Professional Psychology, may be admitted if they:

- a. Provide evidence of one year of clinical practicum experiences.
- b. Have at least two credits in Family Therapy
- c. Sign an understanding stating that the Certificate will only be provided after completing their graduate program and submitting a copy of their professional license.

The Program Director and faculty members select ideal candidates for admissions. Candidates demonstrating high involvement or interest in the field of couples and family therapy who evidence mental and personal maturity and the sensitivity to the psychosocial needs of others are prime candidates for admissions. In evaluating the applicants, emphasis is placed upon the following:

- a. Potential to work with individuals, analytical skills and understanding of ethical standards of the profession.
- b. Motivation and emotional stability
- c. Letters of recommendation (see previous description)
- d. Interview with faculty member

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

- a. Written confirmation of acceptance and a non-refundable deposit of \$100.00 to secure the seat in the entering class.
- b. Physical Exam (using a form provided by the Admissions Office)
- c. Evidence of up to date immunization record (must include Varicella, Td Adult, MMR and three doses of Hepatitis B).
- d. Other documents will be notified as pertinent.

Degree Granted

Professional Certificate in Family and Couples Therapy

Graduation Requirements

- Satisfactory completion of courses (21 credits)
- Satisfactory completion of 100 hours of supervised practica

Grading System

Letter	Grade
P	Pass (100% – 70%)
NP	Not Pass (Less than 70%)
E	Extended
I	Incomplete
IP	In Progress
W	Withdrawal
AW	Administrative Withdrawal

Satisfactory Academic Progress

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

This policy applies to all students enrolled in the Professional Certificate Program in Family and Couples Therapy at Ponce Health Sciences University (PHSU).

General Requirements

1. Time Frame for completion of the Program

A Student will be allowed a maximum time frame of one year of enrollment beyond the standard required for the completion of the program (one year)

Program	Standard	Maximum
Professional Certificate in Family and Couples Therapy	1 year	2 years

2. Completion of Program Requirements

a. Course Requirement

Students must complete all courses within the established time frame. The Program requires a total of 21 credits and 100 hours of clinical practice.

b. Performance Requirement

A student must complete each trimester with a Passing (P) grade.

c. Professional Behavior Requirement

The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University

Grade Requirement

In order to graduate, the student should complete all program requirements. An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the faculty. The student must remove the “I” not later than the following year.

Financial Aid Eligibility

A student failing to meet the program requirements will be dismissed. Students notified that they are to be dismissed from program, have the right to appeal the case in writing to the University President within seven working days after receiving the notification.

The Appeal or Due Process for Dismissal

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

The appeal or due process presented below must be followed.

The student will appeal in writing to the Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. After the meeting, the SPC has 48 hours to submit its decision to the Program’s Academic Dean, who will notify the decision to the student.

If the SPC sustains the adverse decision, the student has the right to appeal to the Dean of Behavioral and Brain Sciences (SBBS). The appeal must be submitted in writing within seven working days after receiving

the notification. The SBBS' Dean will evaluate the appeal and the student's academic record. The SBBS' Dean can appoint a three-member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Dean is final.

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

Any decision will be reported to the student in writing. The decision made by the Dean of the SBBS is final.

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

In the event that an adverse decision is made due to non-academic reasons and the SBBS's Dean sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affair. Any additional appeal should be submitted to the PHSU President.

Reinstatement of Financial Aid

Financial Aid eligibility is contingent upon satisfactory academic progress. It is the student's responsibility to request reinstatement of financial aid.

Enforcement

The Office of the VP for Student Affairs shall have primary responsibility for overseeing this policy and will provide all students upon admission to PHSU, a copy of this document.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: <http://psm.edu>

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

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

Curriculum

Trimester I

Code	Course Title	Credits
TFP 900	From the Individual to the System: Introduction to Systemic Thinking	3

Code	Course Title	Credits
TFP 901	Theories and Methods of Family and Couples Therapy	3
TFP 902	Legal and Ethical Issues in Family and Couples Therapy	1

Trimester II

Code	Course Title	Credits
TFP 903	Families and Couples in Transition and Distress	4
TFP 905*	Methods of Intervention and Practice in Family and Couples Therapy I	5

Trimester III

Code	Course Title	Credits
TFP 906*	Methods of Intervention and Practice in Family and Couples Therapy II	5

* Requires 50 hours of practice

Course Descriptions

TFP 900-From the individual to the system: Introduction to systemic thinking (3 credits)

This course provides an in-depth examination of systemic thinking and the theories fundamental to the discipline of family therapy.

TFP 901-Theories and methods of family and couples therapy (3 credits)

This course presents an overview of the major models of family and couples therapy and discussions of the assessment methods of each model. The students will critically analyze the applicability of the models within the Puerto Rican and Latino American contexts. The student will analyze his/her own development within his/her family context.

TFP 902- Legal and ethical issues in family and couples therapy (1 credit)

Exploration and discussions of ethical, legal and professional issues involved in working with families and couples. The course examines laws, rules and legal decisions relevant to families (e.g., child abuse, domestic violence). Discusses the role of the family therapist in legal courts and the basic principles for writing reports.

TFP 903- Families and couples in transition and distress (4 credits)

Discussion and analysis of social problems in the cultural/family context and their interactions. Study the particulars of non- traditional families such as step families and gay families. Exploration of the impact upon families of situations such as violence, additions, loses, mental diseases, eating disorders, poverty and discrimination. Study and assessment of the appropriate systemic interventions to treat each condition. Discussion and analysis of common problems in couples' relationships such as separation,

divorce, sexuality, infidelity, communication problems and others. It studies some appropriate interventions for each situation.

TFP 905-Methods of intervention and practice in family and couples therapy I (5 credits)

In addition to require 50 hours of direct clinical practica with families and couples, this course includes a didactic component with emphasis on case presentations and intervention methods. Students assist families and couples in dyads and receive live supervision through the one-way mirror.

TFP 906-Methods of intervention and practice in family and couples therapy II (5 credits)

This second course requires 50 hours of supervised clinical practice and also includes a didactic component centered around the discussion of clinical cases. In this course students work individually with families and couples and receive live supervision.

Postgraduate Certificate in Neuroscience of Learning

Program Description

This certificate program trains teachers and professors to comprehend and use principles of neuroscience and neuropsychology in their work with students and for implementing learning environments based upon these principles. This includes specific instruction to teach children with learning disabilities and neurodevelopmental disorders such as Autism, Asperger, Attention Deficit Disorder and Mental Retardation.

The program also addresses the needs of Psychologists and other school personnel interested in developing advanced and extended knowledge on the application of neuroscience of learning principles to their clinical work with children. Psychologist accepted to the program with a solid background on the biological bases of behavior may directly register in an elective NSL 0503 Pediatric Neuropsychological Assessment course providing advanced assessment competencies in school and clinical settings.

Program Goals

The main goal of this postgraduate certificate is to bridge neuroscience with education to improve both, the delivery (through teachers) and reception (through students) of information in academic settings based upon these principles.

Admissions Requirements

- Official transcript of credits with certification of completion of a Bachelor's degree in Education, or in one of the Behavioral Sciences (no knowledge or experience in neuroscience is required).
- Applications from candidates from other academic backgrounds that possess the Teacher Certification from the Educational Department of Puerto Rico will also be considered.

- Alternative Entry: the admission committee of the certificate, under certain circumstances and subject to specific conditions, will consider other potential candidates who can show evidence of fitness for candidature.
- Minimal GPA of 3.0 on a 4.00 scale.
- Interview with members of the Admissions Committee.
- Two letters of recommendation; at least one from former professors or supervisors from graduate programs
- Application Fee of \$80.00 (non-refundable)
- Negative Certificate of Penal Record

Students admitted to the postgraduate certificate must submit the following documents:

- Letter of Acceptance
- Certification of Immunization: Hepatitis B, MMR, Td, Varicela, Polio
- Physician Report
- Copy of the birth Certificate
- Copy Social Security card
- Health Certificate
- Technical Standards

How to Apply

Applicants must submit the following documents:

1. Official transcript from all undergraduate and graduate schools attended.
2. Two letters of recommendation written by individuals familiar with the applicant's professional work and skills, using the format accompanying the application form.
3. Certificate of No Penal Record
4. USD \$80.00 Application Processing Fee

The Application Form is available at www.psm.edu. Please mail the application form and required documents to:

Ponce Health Sciences University
Postgraduate Certificate in Neuroscience of Learning
Admissions Office
PO Box 7004
Ponce PR 00732-7004

Graduation Requirements

1. Students must complete all courses within the established time frame. The Program requires a total of 18 credits including 15 laboratory hours.

2. Student should complete all requirements and Pass every course.
3. The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University.

Grading System

Letter	Grade
P	Pass (100% – 70%)
NP	Not Pass (Less than 70%)
E	Extended
I	Incomplete
IP	In Progress
W	Withdrawal
AW	Administrative Withdrawal

Satisfactory Academic Progress

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

This policy applies to all Students enrolled in the Postgraduate Certificate in Neuroscience of Learning at Ponce Health Sciences University.

General Requirements

1. Time Frame for completion of the Academic Program

A Neuroscience of Learning Student will be allowed a maximum time frame of two years of enrollment beyond the standard required for the completion of the program (one year). Summer enrollment is considered part of the academic year for the purpose of this measure.

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

Program	Standard	Maximum
Neuroscience of Learning	1 years	3 years

1. Completion of Program Requirements

- a. Course Requirement

Students must complete all courses within the established time frame. The Program requires a total of 18 credits.

b. Performance Requirement

A student must Pass each course, each semester. Any student failing to meet this standard of performance will be referred to the Students Promotion Committee.

c. Professional Behavior Requirement

The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University

Grade Requirement

In order to graduate, the student should complete all courses with a grade of PASS. Satisfactory Academic Progress is required for financial aid eligibility.

1. Grades of "P" (Pass) or "NP"(No Pass) are applicable to this Program. A grade of "NP" requires repetition. In case of a second "NP, the student will be referred to the Students Promotion Committee with a recommendation for dismissal.
2. An "I" (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the "I" (Incomplete) by the following semester or an administrative "NP" will replace it.

Appeal Process for Academic Affairs

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

The appeal or due process presented below must be followed.

The student will appeal in writing to the Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. After the meeting, the SPC has 48 hours to submit its decision to the Program's Academic Dean, who will notify the decision to the student.

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

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

Any decision will be reported to the student in writing. The decision made by the Dean of the SBBS is final.

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

In the event that an adverse decision is made due to non-academic reasons and the SBBS's Dean sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affairs. Any additional appeal should be submitted to the PHSU President.

Financial Aid Eligibility

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

Enforcement

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

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

Tuition and Fees

For more details of PHSU tuition and fees please refer to: <http://psm.edu/>

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

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

Curriculum

Code	Course Title	Credits
NSL 0501	Principles of Neuroscience and Neuroanatomy	3
NSL 0502	Sensory and Sensory-Motor development: Implications for assessment and teaching	2
NSL 0511	Principles of Cognitive Neuroscience, Cognitive Neuropsychology & Neuroeducation	2
NSL 0512	Theoretical models of learning	1
NSL 0601	Brain-Based Learning	3
NSL 0602	Neuropsychology of Learning Disorders: A Pragmatic Approach	2
NSL 0611	Design and Administration of Neuroscience-Based Learning Environments	2
NSL 0612	Neurodevelopmental Alterations: Learning and Behavioral Manifestations.	2

Elective Course:

The student will choose one of the following courses:

- NSL 0503 Pediatric Neuropsychological Assessment- 1 credit
- NSL 0603_New Challenges for Learning: Growing up in the Age of Electronic Media- 1 credit

Course Descriptions

NSL 0501 Principles of Neuroscience and Neuroanatomy Laboratory

Starting with a general exploration of the intrauterine development of the neural tube and neural crest cells, the course explores the anatomical and physiological foundation of the nervous system within a developmental context. It provides a general overview of the neural and chemical basis of behavior. The lectures will mostly address normal neurological development and functioning but will make reference of the clinical implications of various endogenous and exogenous abnormalities such as genetic and neurodevelopmental variations and morphological abnormalities. The sensory, motor and arousal systems will be explore. In addition, the neural basis of learning will be examined in detail.

The anatomy laboratory will be integrated with the class lectures for further understanding of the neuroanatomical correlates of learning. By the end of the course the student should be able to identify the most significant brain's structures. Exposure to these laboratory sessions will enhance students' understanding of complex theoretical information such as the neurophysiology of learning.

NSL 0502 Sensory and Sensory-Motor development: Implications for assessment and teaching

The study of the diverse psychological systems that 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.

NSL 0503 Pediatric Neuropsychological Assessment

The course will introduce students to the field of Pediatric Neuropsychology from a theoretical, scientific and clinical perspective. Students will utilize the information learned to engage in case analysis and to determine the type of diagnostic tool that best serves to the understanding of the child's condition. The NEPSY battery and other neuropsychological instruments will be taught through the course. Testing profile of the most common neuropsychological conditions found in children and adolescents will be presented. Students will perform at least one battery of test and will be able to present their case for feedback from the professor and from peers.

NSL 0511 Principles of Neuroeducation, Cognitive Neuropsychology & Cognitive Neuroscience

This seminar like course will focus on the integration of two major fields of neurosciences, human neuropsychology and cognitive neuroscience, with the recently emerging field of neuroeducation. The component of human neuropsychology focuses on the understanding of mental processes in human beings, with an emphasis on the examination of brain trauma results. On the other hand, the cognitive neuroscience component will provide a general overview of how mental functions are linked to neural processes. The area of neuroeducation brings to this course the integrative junction of knowledge coming from cognitive neuropsychology and cognitive neurosciences as they impact the field of education. Through the discussions of up to date research papers and selecting readings this class will integrate knowledge of three constantly evolving fields.

NSL 0512 Theoretical models of learning

This course will focus on the main tenets of Human learning and cognitive processes. It will provide a brief chronological overview of the development of learning theories until their integration with neurosciences. However, the main target of this course is to introduce students to the differentiation of significant versus mechanic learning within the learning process. Major theories and aspects concerning the learning process and their implications for the instructional process will also be examined.

NSL 0601 Brain-Based Learning

This course will introduce the student to the confluence of knowledge where the area of Neuroscience of Learning was born from. Along the course the student will be able to delve on to the basic principles that govern this emerging field of knowledge. Furthermore, learners will be taught how to create brain-based environments in the classroom and will experience how to transfer the knowledge from the theory to the practice in a meaningful manner. Concrete techniques for teaching and learning developed from brain-based learning theories will also be examined.

NSL 0602 Neuropsychology of Learning Disorders: A Pragmatic Approach

This course will focus on introducing the student to specific techniques supported by neuroscientific findings to work with people living with learning disorders. Although a general overview of different disorders will be offered lectures will be centered on the following disorders: Mental Retardation, Reading Disorder, Disorder of Written Expression and Mathematics Disorder. In addition, special attention will be dedicated on how to establish brain-based environments for people with learning disorders.

NSL 0603 New Challenges for Learning: Growing up in the Age of Electronic Media

This course will focus on the roles of popular media in learning and cognitive processes. There is an influence of media in learning and a certain urgency to study the relationship between both. In order to understand this potential relationship, we need to examine the theories, research, designs and models associated with the behavioral roots of the cognitive process. The use and influence of technology and media like internet, social media, cel phones, ebooks, tablets, etc represent a new way of active learning and a challenge for our traditional learning approach. However, the main target of this course is to introduce students to the fundamentals of this new active learning and analyzed it in terms of a cognitively relevant frame. We will focus on debates and issues raised by various media environments as these related to young people's growth and learning.

NSL 0611 Design and administration of Neuroscience-Based learning environments

This course seek to impact the field of pedagogy incorporating up to date research findings that shows how to create enrich environments for learning. Special attention will be dedicated to the process of syllabi development and to the inclusion of brain-compatible strategies for the different subjects at school. New evidence-based assessment techniques will be suggested as well. The long-term goal is ultimately impacting school's curriculums, the perception of pedagogy and the delivery of education in are contemporary society.

NSL 0612 Neurodevelopmental alterations: genetic, metabolic, morphological and perinatal factors and its manifestations through learning and behavior

This course will focus on introducing the student to the etiology, prevalence and prognosis of developmental disorders from genetic, metabolic and morphological perspectives. Although a general overview of different disorders will be offered lectures will be centered on the following disorders: Mental Retardation, Attention Deficit Disorder and Autistic Spectrum. In addition, the manifestations of developmental alterations through learning and behavior will be revised. Tools to establish favorable environments for learning for people

Master of Public Health

Program Description

The MPH Program is established in response to the needs of our society. It provides a multidisciplinary program through education, research and community service to develop the skills of a public health professional necessary for the protection of health and prevention of disease of the individuals and communities. Students will be well prepared to improve the challenges of our health care such as improving the access of people suffering contagious diseases and work to reduce environmental hazards such as violence, drug use and abuse, accidents, etc.

PHSU will consider candidates for the MPH Program from different walks of life such as school teachers, news reporters, researchers, lawyers, physicians, health professionals and others.

The Public Health Professionals will be able to work for the government, for private institutions and/or for local or international companies which provide services to the community. These professionals face the challenge of protecting the public health of the present population and of future generations.

To accomplish this, PHSU has developed a 55-credits curriculum that will expose students to the basic concepts in public health, research and fieldwork experiences. Three tracks are offered: Epidemiology, Environmental and General, with the MPH first year being common to all tracks.

General Public Health

Is the science that studies how to protect and improve the health in communities through education and by promoting healthy life styles. It is in charge of developing public policies, educational programs and services as to avoid those public threats.

Epidemiology

The study of the relationships between the various factors that determine the frequency and distribution of diseases in human (and other animal population), the risks to contract them, the human susceptibility and how to prevent new incidences.

Environmental

Relates to the air we breathe, water we drink and other complex environmental factors. These risks may cause sicknesses such as asthma, cancer, food poisoning, etc. It studies the impact the environment has on our health.

The program shall have a clearly formulated and publicly stated mission with supporting goals, objectives and values.

Mission

The mission of the Public Health program at PSMHS is to provide the highest quality education, research & population-based services. This will be accomplished through an innovative, dynamic, responsive public health curriculum while preparing to be ethical competent professional public health practitioners and researchers so as to be able to excel in promoting and protecting health in the community and in a diverse, globalized society.

Vision

The PSMHS public health program commits and aspires to be a leader in preparing public health professionals, by excellence in academia and by building and expanding public health knowledge and competency, in order to improve the health of communities and populations locally and across the world.

Public Health Program: Core Values of The Public Health Program.

The following core values enlighten the institutional environment and guide us in the fulfillment of our mission and goals:

- Integrity
- Respect
- Diversity
- Service
- Evidence-based public health
- Population perspective
- Community empowerment
- Balance in competing priorities

Integrity

We value honest, ethical, and transparent practices and determine to have integrity in everything that we do.

Respect

We value the protection of the individual and collective rights, and promote the respect for social and cultural differences that distinguish human beings, as fundamental aspects of those rights and respect them as essential to achieving “Health for all”.

Diversity

We value diverse perspectives and the unique contributions that result from diversity, and promote caring, support, confidence, compassion, camaraderie and a “can do” attitude.

Service

We highly value the use of our health expertise and academic abilities, capabilities and resources in service to our students and the whole community.

Evidence Based

We value evidence as a sound basis for the development, implementation, and evaluation of effective programs and policies in public health. This evidence base is accomplished through the application of the principles of scientific reasoning, including systematic use of data and information systems, behavioral science theory and program planning models to build effective public health programs and policies.

Population Perspective

We value integrating a population perspective into all our research, service and teaching; the collective or “public good” is takes priority over the individual good.

Community Empowerment

We value community empowerment, which enables communities to increase control over their lives in their understanding of health and ability to protect their health and seek appropriate care.

Balance

In Public Health there are many competing “goods”. We value the careful assessment of these competing goods and strive to balance the alternatives to derive the most good for the most people.

Program Description

The MPH Program is established in response to the needs of our society. It provides a multidisciplinary program through education, research and community service to develop the skills of a public health professional necessary for the protection of health and prevention of disease of the individuals and communities. Students will be well prepared to improve the challenges of our health care such as improving the access of people suffering contagious diseases and work to reduce environmental hazards such as violence, drug use and abuse, accidents, etc.

PHSU will consider candidates for the MPH Program from different walks of life such as school teachers, news reporters, researchers, lawyers, physicians, health professionals and others.

The Public Health Professionals will be able to work for the government, for private institutions and/or for local or international companies which provide services to the community. These professionals face the challenge of protecting the public health of the present population and of future generations.

To accomplish this, PHSU has developed a 55-credits curriculum that will expose students to the basic concepts in public health, research and fieldwork experiences. Three tracks are offered: Epidemiology, Environmental and General, with the MPH first year being common to all tracks.

General Public Health

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Epidemiology

The study of the relationships between the various factors that determine the frequency and distribution of diseases in human (and other animal population), the risks to contract them, the human susceptibility and how to prevent new incidences.

Environmental

Relates to the air we breathe, water we drink and other complex environmental factors. These risks may cause sicknesses such as asthma, cancer, food poisoning, etc. It studies the impact the environment has on our health.

Program Goals

The Master in Public Health Program Goals are:

1. To offer a broad education to future health professionals, in which they can provide quality service and assume leadership roles in the education and practice of Public Health, both in the private and public sectors of the community.
2. To promote through research the determining factors that affect the health of the population, with the purpose of reducing the prevailing mortality rates.
3. To contribute to the improvement of the population's health by providing high quality health care services, technical assistance and consulting services.
4. To provide academic activities in which the student will develop projects and programs geared at promotion health effectively and preventing disease in the community.
5. To prepare the Public Health professionals with the capacity to make fair decisions in different scenarios, taking into consideration the opinion of the community.

Admissions Requirements

Ponce Health Sciences University encourages its applicants to seek the broadest education available prior to their training in Public Health.

In evaluating the applicants, emphasis is placed upon integrity, character, academic achievements, motivation, emotional stability, GRE, EXADEP or MCAT scores, evidence of health care-related experience, interview reports, letters of recommendation and other information provided by the applicant. The applicant must:

1. Bachelor's degree of a college level institution accredited by the PR Council of Higher Education or by a US Department of Education recognized accrediting organization.

Course Title	Credits
General Sciences	6
Social Sciences	6
Behavioral Sciences	3
College Mathematics	3

2. GPA – 2.75 is requested for applying, however our classes average is 3.2 (on a four-point scale)
3. EXADEP, GRE or MCAT examinations (no more than five years old)
4. Submit the following documents:
 - a. Official transcript from all undergraduate and graduate institutions attended.
 - b. Official GRE, EXADEP or MCAT scores (if the candidate does not hold a health professional degree).
 - c. Three letters of recommendation
 - i. Two of the letters of recommendation should provide input from people in responsible position who can comment on your academic, employment or volunteer performance, character and interest. For undergraduate this often means professors, academic advisors or employer.

- ii. The third letter must be of someone who is able to assess your advocacy experience. Letters from people that really know you, rather than from people who have impressive titles, are the most valuable. All of them should be written using the format accompanying the application form.
- d. Certificate of No Penal Record (Criminal Background Check)
- e. Application fee - \$100.00 non-refundable

Selection Criteria

The Admissions' Committee selects the best candidates. The Committee looks for accepting students of integrity and maturity that show concern for others, leadership potential, character. In evaluating the applicants, emphasis is placed upon the following:

1. Potential to work with individuals, analytical skills and understanding of ethical standards of the profession.
2. Past experience in research projects or potential for the development of research skills.
3. Academic achievement (GRE, EXADEP, MCAT scores)
4. Motivation and emotional stability
5. Letters of recommendation (see previous description)
6. Interview
7. Writing skills sample - will be documented in the interview.

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

1. Written confirmation of acceptance and a deposit of \$100.00 to secure your seat in the entering class.
2. Physical Exam (using a form provided by the Admissions Office)
3. Evidence of up to date immunization record (must include Varicella, Td Adult, MMR and three doses of Hepatitis B).

Other documents will be notified as pertinent

How to Apply

Deadline to submit a complete application is May 30.

The Application for Admission to the Master in Public Health Program can be downloaded or obtained personally at our Admissions' Office

Graduation Requirements

The Master of Public Health is an evening program that lasts two academic years of three trimesters per year and one summer trimester. To receive the degree of Master of Public Health (MPH), every student must fulfill the following requirements:

1. Satisfactorily complete the assigned curriculum requirements for the degree, with a GPA of 3.00 on a four-point grading scale:

Requirements	Credits
Core Courses	24
Required Elective Courses	7
Free Electives	12
Fieldwork Experience	12
Total	55

2. Demonstrate a behavior acceptable to academic faculty and supervisors.
3. Satisfactorily meet all financial and library obligations.
4. Attend in person the rehearsal and commencement program at which time the degree is awarded.

Grading System

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

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

Letter	Grade
A	90-100
B	80-89
C	70-79
F	Below 70
I	Incomplete

Satisfactory Academic Progress

Introduction

A Satisfactory Academic Progress (SAP) has been established to ensure that the MPH students completes the academic program within the acceptable time frame and with the expected quality of performance. This policy also ensures that the student financial aid requirements set forth by federal regulations have been met. Student's academic progress should be evaluated annually at the end of each academic year.

Scope

This policy applies to all MPH students enrolled at Ponce Health Sciences University (PHSU).

General Requirements

A. Time Frame for Completion of the Academic Program

A student will be allowed a maximum time frame of two (2) years of enrollment beyond the standard of two (2) years required for the completion of the Program.

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

Time Frame for Completion of the Academic Program

Program	Standard	Maximum
Master's in Public Health	2 years	4 years

Definition of Full Time

Students with an academic load of six credits or more per trimester will be considered full time master degree students.

Definition of Part Time

Students with an academic load of less than six credits per trimester will be considered a part time MPH student.

B. Completion of the MPH Requirements

1. Course Requirement – Students must complete all courses within the established time frame. The Program requires a minimum of 55 credits.
2. Performance Requirement:
 - i. A student must complete each academic year with a minimum grade point average of 3.00. Any student failing to meet 3.00-point GPA standard of performance or failing any course will be placed on probation and referred to the PHSU Student Promotion Committee.
 - ii. A minimum grade of B may be obtained in required and selective courses.
 - iii. A minimum grade of C could be obtained in elective courses.
3. Culminating Experience Requirement:
 - i. Capstone – A Capstone or Comprehensive Exams (general and specialty) will be required to obtain the MPH degree. The Capstone will require to develop and present a research proposal. After the proposal is complete, the student should defend the project in public and provide a final manuscript following the established guidelines.
 - ii. Comprehensive Exams – A Comprehensive Exams (General and Specialty) must be taken upon completion of the second academic year. If the student fails the general, the specialty or both exams, he/she will have another opportunity to

achieving all Public Health competences. Any student failing to meet this standard performance will be referred to the Student Promotion Committee.

Grade Requirement

In order to graduate, the student must complete all requirements and maintain a minimum grade point average of 3.00 GPA in scale of 4.00 point. Satisfactory Academic Progress is required for financial aid eligibility and will be reviewed on a yearly basis, at the end of each academic year.

- a. One “F” or one “NP” in any of the courses, or a cumulative GPA less than 3.00 in the academic year is not allowed. A grade of “F” in any course will be referred to the Student Promotion Committee, to be considered for dismissal from the academic program.
- b. The student may have a maximum of two elective courses with C in record.
- c. A student repeating a course or with a GPA less than 3.00 will be considered in academic probation.
- d. If the student fails to obtain a grade of B or more in a repeated course, he/she will be referred to the Students Promotion Committee for a consideration of dismissal from the academic program.
- e. Courses with “F” grade will remain on record after they are successfully repeated, but only the new grade (s) will be used to compute the grade point average.
- f. Grades of “P” (Pass) or “NP” (No Pass) are applicable to the qualifying examination. Grades of “P” (Pass) or “NP” (No Pass) are applicable to the capstone.
- g. A grade of “I” (Incomplete) will only be allowed under very special circumstances as determined by the faculty member teaching that particular course. The student must remove the “I” (Incomplete) by the end of the following trimester or an administrative “F” will replace it.
- h. Graduate courses not offered at PHSU could be taken at other institution only with permission and approval of the MPH Track Coordinator, Associate Dean for Public Health and the Dean for Health Sciences.
- i. If the student obtained a reversed dismissal, he/she won’t be in satisfactory academic progress and is considered both on academic and financial aid probation.

Professional Behavior Requirement

The students should conduct themselves in accordance with the norms for professional conduct set forth by the Ponce Health Science University at all times.

Commitment to Public Health Philosophy

It is expected that every student be committed to the betterment of our fellow human beings as exposed by the philosophy that governs the Public Health Profession.

Academic Probation and Financial Aid Eligibility

Any student failing to meet the grade requirement might be place on academic probation for one trimester, but will be eligible for financial aid. Students that fail to comply with grade requirements after the prescribed probation time will be referred to the Student Promotion Committee for dismissal from the program.

Appeal Process for Academic and Financial Aid Probation

Students notified that the Public Health Students Promotion Committee (SPC) decided to dismiss them from the MPH Program, or that he/she must repeat failed courses during the next academic year, will have the right to appeal the decision within seven working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will appeal in writing to the Public Health Students Promotion Committee (SPC). The letter should include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they would change their initial decision. The SPC has 48 hours to submit its decision to the Associate Dean for Public Health, who will notify the decision to the student.

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

If an Ad-Hoc Committee is appointed, they will notify the student in writing the date and time set to appealing meeting. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Dean of Health Sciences. The Dean of Health Sciences will consider the Ad-Hoc Committee recommendation and make the final decision within forty-eight (48) hours.

Any decision will be reported to the student in writing. The decision made by the Dean of Health Sciences is final.

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

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

Reinstatement of Financial Aid

Financial Aid eligibility is contingent upon satisfactory academic progress. It is the student's responsibility to request reinstatement of financial aid.

Enforcement

The President, the Dean for Academic Affairs and the Dean for Student Affairs, the Registrar and the Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policies set forth.

Created and Revised by V. Green & M. Roubert, August 5, 2016

Tuition and Fees

For more details of PHSU tuition and fees please refer to: <http://psm.edu>

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

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

Curriculum

MPH General Curriculum

First Year

CODE	COURSE TITLE	CREDITS
MPH 5101	Fundamentals of Public Health	3
MPH 5102	Introduction to Biostatistics	3
MPH 5105	Introduction to Environmental Health	2
MPH 5103	Introduction to Epidemiology	3
MPH 6202	Inferential Biostatistics	3
MPH XXXX	Psychosocial Aspects of Public Health	2
MPH 5411	Public Health Management	3
MPH 5520	Bioethics and Public Health Law	2
MPH 5600	Communication in Public Health	2
MPH 5401	Introduction to Health Care Administration	3
MPH 5502	Health Policy	2
IHD 919	Inter-Professional Perspectives in Health Disparities	1
Subtotal		29

Applied Practice Experience (Summer Session)

CODE	COURSE TITLE	CREDITS
MPH-7850	Practicum	2
Subtotal		31

Second Year

CODE	COURSE TITLE	CREDITS
MPH 7030	Research Methodology	3

CODE	COURSE TITLE	CREDITS
MPH 7501	Behavioral Aspects of Health Disorders	2
MPH 7001	Program Planning & Evaluation in Public Health	2
MPH XXXX	Emergent Diseases	3
MPH 5300	Scientific Basis of Health Interventions	2
MPH 6601	Health Promotion & Disease Prevention	3
MPH 7240	Self-Study Topic II: Community Workshop	1
MPH 5601	Scientific Writing	3
Subtotal		49

Electives

CODE	COURSE TITLE	CREDITS
MPH 6030	Qualitative Methods	
MPH 6120	Survey Design	
MPH 7711	Nutrition & Public Health	2
MPH 7781	Risk Communication	2
MPH 7210	Seminar	3
	Courses from other tracks	
Integrative Learning Experience		
MPH 7910	Comprehensive Exam	0
Extracurricular Graduation Requisites		
	Public health seminars, conferences, workshops, among others	0
Total		55

MPH Environmental Health Curriculum

First Year

CODE	COURSE TITLE	CREDITS
MPH 5101	Fundamentals of Public Health	3
MPH 5102	Introduction to Biostatistics	3
MPH 5105	Introduction to Environmental Health	2
MPH 5103	Introduction to Epidemiology	3
MPH 6202	Inferential Biostatistics	3
MPH XXXX	Psychosocial Aspects of Public Health	2
MPH 5411	Public Health Management	3
MPH 5520	Bioethics and Public Health Law	2
MPH 5600	Communication in Public Health	2
MPH 5401	Introduction to Health Care Administration	3
MPH 5502	Health Policy	2

CODE	COURSE TITLE	CREDITS
IHD 919	Inter-Professional Perspectives in Health Disparities	1
Subtotal		29

Applied Practice Experience (Summer Session)

CODE	COURSE TITLE	CREDITS
MPH 7850	Practicum	2
Subtotal		31

Second Year

CODE	COURSE TITLE	CREDITS
MPH 7064	Food Safety	2
MPH 7444	Air and Hazardous Waste Exposure Assessment	2
MPH 7454	Water Quality Measurements	2
MPH 7074	Environmental and Occupational Diseases	2
MPH 7414	Environmental Epidemiology	2
MPH 7024	Environmental Toxicology	2
MPH 7484	Environmental Laboratory	2
MPH 7434	Risk Assessment	2
MPH 7030	Research Methodology	3
Subtotal		50

Electives (Five Credits)

CODE	COURSE TITLE	CREDITS
MPH 7032	Geographic Information Systems	2
MPH 7701	Fundamentals of Industrial Hygiene	3
MPH 7402	Environmental Management and Regulations	2
MPH 7404	Environmental Health Consulting	2
MPH 7494	Environmental Microbiology	2
MPH 7474	Statistical Methods in Environmental Health	2
	Courses from Other Tracks	
Integrative Learning Experience		
MPH-7910	Comprehensive Exam	
Extracurricular Graduation Requisites		
	Public health seminars, conferences, workshops, among others	
Subtotal		55

MPH Epidemiology Curriculum

First Year

CODE	COURSE TITLE	CREDITS
MPH-5101	Fundamentals of Public Health	3
MPH-5102	Introduction to Biostatistics	3
MPH-5105	Introduction to Environmental Health	2
MPH-5103	Introduction to Epidemiology	3
MPH-6202	Inferential Biostatistics	3
MPH-XXXX	Psychosocial Aspects of Public Health	2
MPH-5411	Public Health Management	3
MPH-5520	Bioethics and Public Health Law	2
MPH-5600	Communication in Public Health	2
MPH-5401	Introduction to Health Care Administration	3
MPH-5502	Health Policy	2
IHD-919	Inter-Professional Perspectives in Health Disparities	1
Subtotal		29

Applied Practice Experience (Summer Session)

CODE	COURSE TITLE	CREDITS
MPH 7850	Practicum	2
Subtotal		31

Second Year

CODE	COURSE TITLE	CREDITS
MPH-7013	Advanced Epidemiology	3
MPH-7333	Research Methods in Epidemiology	3
MPH-5212	Statistical Methods in Epidemiology	3
MPH-7753	Epidemiology of Infectious Disease	3
MPH-7073	Epidemiology of Chronic Disease	3
MPH-7023	Applied Epidemiology and Surveillance	2
Subtotal		48

Electives (seven credits)

CODE	COURSE TITLE	CREDITS
MPH-5601	Scientific Writing	3
MPH-5104	Disaster Epidemiology	3
MPH-7063	Nutritional Epidemiology	3
MPH-7703	Forensic Epidemiology	2
MPH-7043	Injury Epidemiology	2
MPH-7414	Environmental Epidemiology	2
	Courses from other tracks	
Integrative Learning Experience		

CODE	COURSE TITLE	CREDITS
MPH-7910	Comprehensive Exam	0
	Extracurricular Graduation Requisites	
	Public health seminars, conferences, workshops, among others	
Total		55

Courses Descriptions

MPH (General, Epidemiology and Environmental)

MPH-5101 Fundamentals of Public Health

This is an introductory first year MPH course. The course is designed to cover the basic public health competencies: biostatistics, epidemiology, program planning, behavior change, health communication, environmental health, disparities and cultural competence, leadership and management, health policy, public health ethics and professionalism and systems approaches to public health. Each class will introduce a competency that will be developed further in later public health courses at PHSU. This course will introduce the student to the basic principles and definitions within that competency and show how each is an essential component of the practice of public health. The course is unique in highlighting the interaction between these core competencies and serves as an integrating base for these competencies through application to specific health problems.

MPH-5102 Introduction to Biostatistics

Biostatistics is the development and application of statistical methods, analysis and interpretation in addressing public health problems. The course is designed to cover principles of biostatistics in the context of public health applications. The topics covered in this course include: methods for collecting and summarizing data, methods for evaluating the accuracy of sample estimates and techniques for making statistical inferences.

MPH-5310 Introduction to Environmental Health

This course will focus on ecosystem interrelationships in a comprehensive approach including the most critical human health issues due to natural and anthropogenic causes. Topics to be discussed include surface and groundwater supplies, water pollution and water quality control, private and public sewage disposal, solids and hazardous waste management, food protection and hygiene, agricultural methods and pest management, soil and land-use planning, air pollution, physical hazards, occupational health and environmental justice. All the topics will emphasize the determination of which tools are most appropriate for use for the specific issue given the prevailing circumstances. Application of scientific knowledge in problem solving and control of external factors that compromise the health and human well-being will be a priority.

MPH-5103 Introduction to Epidemiology

This course will cover the principles of Epidemiology as the basic science applied to public health and prevention. Topics will include mechanisms of disease transmission, indicators of morbidity and mortality, investigation of epidemics, measurement of risk, epidemiological study designs, confounding and bias.

Other topics will address the application of epidemiological knowledge to the practice of different levels of prevention.

MPH-6202 Inferential Biostatistics

The course expands on fundamentals of statistics topics applied to Public Health given in the first trimester. The course begins with a presentation of two basic statistical methods: ANOVA and linear regression, followed by the application of basic statistical concepts such as sampling strategies, sample size estimates and non-parametric tests. Students are required to actively participate in class exercises and submit take home exercises at due dates. For in class exercises students can work in groups of 3-4 students. This is an opportunity to ask questions. In class exercises must be completed within the hour. Students that cannot complete these exercises must submit the completed exercise at the next scheduled class. In class and take-home exercises include SPSS assignments.

MPH-5201 Psychosocial Aspects of Public Health

The course MPH 5201 is designed to develop in the student basic literacy regarding psycho – social concepts and processes that influence health status and public health interventions. It will focus on the contribution of social and behavioral sciences to the understanding of the distribution, etiology and solution of public health problems. The course content, pretend to introduce the student in the study of the socio-ecological factors responsible for health /related behaviors that lead to morbidity and premature mortality. During the class the student would also be able to analyze the current trends in the psychological, social and community dimensions of the health research. The coursework emphasizes in the principles of social and environmental factors responsible for health behavior.

MPH 5411 Public Health Management

This is an introductory MPH course. The course is designed to cover the basic principles, management theories generally and as applied to public health. The course objectives and public health management competencies will be achieved through sessions on practical management issues: managing people, resources, programs, time, quality as well as application of the principles of these areas of management to public health problems therefore building skills to become a successful manager required by a public health career.

MPH-5520 Bioethics and Public Health Law

This course will introduce the participant in the evaluation of the values or axiological context in the analysis of Public Health situations at the moment of apply deductive/inductive methodology in the process of solving such dilemmas. It is designed taking in consideration the need of including the Public Health Code of Ethics in the process of the synthesis of the reality in Public Health phenomena. The course is divided in three clusters: Principles of Bioethics, Bioethics in Public Health and applied Bioethics in Public Health. The course is an experience of dialogue, motivation, description, induction and skills development.

MPH-5600 Communication and Informatics in Public Health

This course will provide an overview of specialized public health applications such as registries, epidemiological databases, biosurveillance, public health reporting alerts, quality reporting and how to

adopt/use of population health functions for electronic health records and consumer functions for personal health records. In addition, this course will address the potential of public health information technology for health promotion and chronic disease prevention.

IHD 919 Interprofessional Perspectives in Health Disparities

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

MPH-5502 Public Health Policy

This two-credit course exploring inter- trans- and multi-disciplinary and team-based approaches to public health policy is a core requirement for MPH learners. Learners use a variety of problem identification, problem analysis and problem solving strategies from all disciplines of public health in building an understanding of current local, national and international public health issues. Learners assess the impact of other factors (e.g., social, legal, economic, ethical and political) on contemporary public health issues drawing on the perspectives and skills of epidemiology, biostatistics, environmental and occupational health, global health, management, exercise science, nutrition, health communications, behavioral health, health policy, law, philosophy and prevention. The course provides learners to apply a range of principles to specific case studies and intervention examples from local, state, national and global public health agencies. In this course, the emphasis is on learning how to best define, describe and assess the policies related to a public health problem and the various policy and program options for addressing the challenge. The course uses several didactic approaches, including readings, case study analysis and discussion, lectures, teamwork and problem based learning.

MPH-5601 Scientific Writing

This course concentrates on the skills needed for clear and cogent scientific writing, such as needed for grant preparation and peer review journal submission. Students will learn how to structure their paper in logical order, retrieve and summarize key background information, present results clearly, build persuasive discussion sections paper and finish with credible conclusions within the limitations of the information presented in their paper. Success in the class is dependent on effective presentation of scientific information in their final project. Student-oriented approaches that address common problems such as proper use of grammar and punctuation, using and citing appropriate references and writing text without plagiarizing will be measured skill sets.

MPH-7001 Program Planning and Evaluation in Public Health

This course introduces common approaches to program planning and evaluation in public health and related areas. It discusses planning and evaluation representative models, concepts, processes and techniques. Emphasis is given to the planning and evaluation framework used by the Department of Health of Puerto Rico. The course also presents an analysis of the ethical conduct of planners and

evaluators and the different standards in the evaluation of health programs. This course also includes practical applications, oral and written presentations.

MPH-6601 Health Promotion and Disease Prevention

The course introduces students to concepts, structures and activities in public health practice directed toward the prevention of disease at different levels and promotion of health. Emphasis will be made on how knowledge from epidemiological studies can be utilized to develop public health policies and prevention-health promotion strategies.

MPH 5104 Disaster Epidemiology

The course introduces the foundations and fundamentals of disaster epidemiology. The course begins with a review of basic epidemiological principles and approach to disaster preparedness and impact evaluation. The course reviews the public health impact of natural and man-made disasters. Students are divided into groups of 2-3 students each to prepare a in-depth literature review of a disaster for presentation in a written and oral format submitted on the last day of class in lieu of a final exam. Participation by all students is obligatory for both, presentation and participation on the critique of each presentation.

MPH 5300 Scientific Basis of Health Interventions

The course will introduce students to the scientific basis of global diseases and state-of-the-art (SOTA) interventions. Successful students will obtain a short review of the biology, pathogenesis and diagnosis of specific diseases but the emphasis will be on strong technical grounding and evidence supporting the major interventions and new tools for disease prevention, control and case management. The course focuses primarily on communicable diseases and conditions of high global health (family planning, mental health and nutrition) import with small portion of class effort on interventions for chronic diseases. The course will be global in coverage but with an important focus on the developing world and on the health of the poor.

MPH 6030 Qualitative Methods

This course is an overview of the questionnaires and surveys design process with a Public Health focus. In this course the students would get knowledge, understanding the methodology of questionnaires and survey research. The class content addresses the selection, development and analysis of various types of instruments and procedures for collecting research data in the public health and epidemiological scenario. This program considers practical aspects in the construction of questionnaires including: determining questionnaire content, selection of item types and wording of items, selection of an administration method and locating existing questionnaires. The course has a quantitative focus and is oriented toward public health and epidemiological research.

This course addresses four major topics:

- Concepts and strategies for designing, developing and accessing public health and epidemiological survey questionnaires.
- Formatting, wording, coding and ordering questions and evaluation of the items and instrument.

- Design issues for diverse modes of survey data collection.
- Designing items and questions to measure and evaluate various key groups of variables.

MPH 6120 Survey Design

This course is an overview of the questionnaires and surveys design process with a Public Health focus. In this course the students would get knowledge, understanding the methodology of questionnaires and survey research. The class content addresses the selection, development and analysis of various types of instruments and procedures for collecting research data in the public health and epidemiological scenario. This program considers practical aspects in the construction of questionnaires including: determining questionnaire content, selection of item types and wording of items, selection of an administration method and locating existing questionnaires. The course has a quantitative focus and is oriented toward public health and epidemiological research.

This course addresses four major topics:

- Concepts and strategies for designing, developing and accessing public health and epidemiological survey questionnaires.
- Formatting, wording, coding and ordering questions and evaluation of the items and instrument.
- Design issues for diverse modes of survey data collection.
- Designing items and questions to measure and evaluate various key groups of variables.

MPH 7030 Research Methodology

The purpose of this course is to present the applicable principles and methods in the public health research related disciplines. It supposes a reflexive and critical analysis of the problems and factors to consider in the construction, the development and the applications of research techniques. The class will work and analyze the use and application of qualitative and quantitative techniques in public health related research projects. The study of diverse methods and techniques will emphasize in the design and development of studies in the different public health related disciplines. It intends to prepare the student in the areas related to develop independent investigation.

MPH 7711 Nutrition & Public Health

During this course the students will cover the principles of public health nutrition by describing methods used in the assessment of nutrition problems, the development of nutrition-related policies, programs for improving the nutritional and health status of diverse population groups. It emphasizes the distinction between populations based and individual based approaches to prevention of diet related conditions, as well as the societal, economic, environmental and institutional determinants of food intake and nutritional status.

MPH 7781 Risk Communications

The aim of this course is to explain how public health professionals can design and execute communication plans related to either potential or actual hazards (anything that can cause morbidity or mortality). An overview of research findings, theories and applications of health communication and risk communication in public health will be presented throughout the class. This course provides tools and techniques that can

be implemented in public health risk-associated situation. The course examines theories of group interaction and mass communication related to community perceptions of public health problems and practices, the impact of new technologies on public health communication, intercultural issues in health communication, among other topics.

MPH 6111 Health Disparities

This course will focus on social and scientific contexts, content and implications of diverse theories of disease causation, both past and present. It will evaluate the differences in health issues and diseases between cultures, geographical locations and socioeconomic status. A general overview of new molecular aspects and their importance to health disparities will be discussed.

MPH 7071 Aging in Public Health

Aging in Public Health is an elective course designed to provide a general background on aging from different perspectives as: demography, biology, epidemiology, physical and mental disorders, functional capacity and disability, health services, public health policies, social aspects of aging and ethical issues in the care of older individuals. Students will discuss how public health integrates the challenges and strengths of older persons in its initiatives. This course provides an overview of research, practice and policy in the field of aging and public health. Its content is relevant to students who plan to work with older persons, to researchers in fields related to aging and to students who want to better understand the aging process and how must be incorporate in public health issues.

MPH 7501 Behavioral Aspects of Health Disorders

This course will examine current issues related to cognitive and behavioral foundations of public health specifically considering health disorders. This is a relatively new field of public health that emphasize in the mental, emotional, behavioral and social factors that affect the onset, duration, recovery and prevention of physical illnesses in the society. It will focus on the contribution of social and behavioral sciences to the understanding of the distribution, etiology and solution of public health problems. Frameworks will be examined in the content of multi-layered social systems and temporal processes of change.

MPH 7761 Global Health

The course will introduce students to the main concepts of the public health field and the critical links between global health and social and economic development. Students will get an overview of the determinants of health and how health status is measured. Students will also review the burden of disease, risk factors and key measures to address the burden of disease in cost-effective ways. The course will cover key concepts and frameworks but be very practical in orientation. The course will be global in coverage but with a focus on low- and middle-income countries and on the health of the poor.

MPH 7771 Humanitarian Operations

The purpose of this course is to introduce students to the public health, primary care, health promotion, nutrition, water, risk-reduction and related priorities and programs that are considered best-practice by

lead humanitarian relief organizations when they respond to complex emergencies, famine, forced migration and natural disasters in developing countries.

This course surveys the skills needed for designing and implementing humanitarian aid operations before, during and following emergencies affecting large populations, such as famine, complex emergencies, refugee and IDP flight and natural disasters. The course will attempt to define frameworks for analyzing, preparing and implementing response to the myriad of different of humanitarian crisis situations facing the world today. Distinguishing features and responses for different kinds of crises will be explored as well as the variety of funders, implementers and policy makers involved.

MPH 7791 Bioterrorism and Public Health

During the course of the studies students will learn about the basics of terrorism, bio-terrorism, nuclear or radiological terrorism and the phases of preparation, mitigation and response to an event of terrorism.

MPH 7900 Capstone I and II

The Culminating Experience (CE) is an integrating experience, requisite for graduation in the Master in Public Health. It provides an opportunity for students to reflect, integrate and synthesize the knowledge and skills acquired during classroom and practice experiences, while pursuing their public health degree. The CE serves as evidence of the public health learning experience and occurs after the majority of course requirements are completed.

There are two options for the culminating experience approved by the Public Health Program of Ponce Health Sciences University (PHSU), either a comprehensive exam or a Capstone Project. The Capstone Project will be completed over the course of the academic year of the expected graduation date. The Capstone-related work is divided in: Pre-Capstone Project, Capstone Project I and Capstone Project II. This course syllabus describes the Capstone Project I.

The Capstone Project requires that students apply public health competencies and principles to the development or implementation of a special project in a selected domain of professional public health practice. The final products of the Capstone Project I will be: (1) a Capstone Project Proposal approved by the Capstone Faculty Advisor; (2) Competencies Form; and (3) an authorization letter from the PHSU Institutional Review Board, if applicable. Students can ask for input or feedback during the preparation of their Capstone Project Proposal but each individual must independently prepare a product with a unique focus. The guidelines for the Capstone Project are available in the Culminating Experience Manual of the Public Health Program (under development).

MPH 7910 Comprehensive Exam

The culminating experience is one trimester integrating requisite mandatory for graduation for the Master in Public Health. The purpose of the Culminating Experience is to provide an opportunity for students to reflect, integrate and synthesize the knowledge and skills acquired during classroom and practice experiences while pursuing their public health degree. The CE serves as evidence of acquisition of public health competences and occurs after majority of course requirements are completed.

This course describes comprehensive exam, one form of culminating experience approved by PSMHS Public Health Program. The comprehensive exam requires that students demonstrate capacity of basic public health competences and principles as well as concentration competencies. Students will prove ability to integrate material acquired in their academic program and to apply their knowledge to issues pertinent to public health profession. The exam is designed to reflect general public health program learning objectives as well overall concentration learning objectives. The exam should reflect the students' ability to integrate across their coursework. It is not a retesting of individual courses. The exam consists of two parts: core and concentration. It will be taken at the end of trimester, each part in a different day. The procedures to take the MPH comprehensive exam are available in the student manual Culminating Experience Guidelines: Student Manual.

Master in Public Health in Epidemiology

MPH-5101 Fundamentals of Public Health

This is an introductory first year MPH course. The course is designed to cover the basic public health competencies: biostatistics, epidemiology, program planning, behavior change, health communication, environmental health, disparities and cultural competence, leadership and management, health policy, public health ethics and professionalism and systems approaches to public health. Each class will introduce a competency that will be developed further in later public health courses at PHSU. This course will introduce the student to the basic principles and definitions within that competency and show how each is an essential component of the practice of public health. The course is unique in highlighting the interaction between these core competencies and serves as an integrating base for these competencies through application to specific health problems.

MPH-5102 Introduction to Biostatistics

Biostatistics is the development and application of statistical methods, analysis and interpretation in addressing public health problems. The course is designed to cover principles of biostatistics in the context of public health applications. The topics covered in this course include: methods for collecting and summarizing data, methods for evaluating the accuracy of sample estimates and techniques for making statistical inferences.

MPH 5300 Scientific Basis of Health Interventions

The course will introduce students to the scientific basis of global diseases and state-of-the-art (SOTA) interventions. Successful students will obtain a short review of the biology, pathogenesis and diagnosis of specific diseases but the emphasis will be on strong technical grounding and evidence supporting the major interventions and new tools for disease prevention, control and case management. The course focuses primarily on communicable diseases and conditions of high global health (family planning, mental health and nutrition) import with small portion of class effort on interventions for chronic diseases. The course will be global in coverage but with an important focus on the developing world and on the health of the poor.

MPH-5310 Introduction to Environmental Health

This course will focus on ecosystem interrelationships in a comprehensive approach including the most critical human health issues due to natural and anthropogenic causes. Topics to be discussed include surface and groundwater supplies, water pollution and water quality control, private and public sewage disposal, solids and hazardous waste management, food protection and hygiene, agricultural methods and pest management, soil and land-use planning, air pollution, physical hazards, occupational health and environmental justice. All the topics will emphasize the determination of which tools are most appropriate for use for the specific issue given the prevailing circumstances. Application of scientific knowledge in problem solving and control of external factors that compromise the health and human well-being will be a priority.

MPH-5103 Introduction to Epidemiology

This course will cover the principles of Epidemiology as the basic science applied to public health and prevention. Topics will include mechanisms of disease transmission, indicators of morbidity and mortality, investigation of epidemics, measurement of risk, epidemiological study designs, confounding and bias. Other topics will address the application of epidemiological knowledge to the practice of different levels of prevention.

MPH-6202 Inferential Biostatistics

The course expands on fundamentals of statistics topics applied to Public Health given in the first trimester. The course begins with a presentation of two basic statistical methods: ANOVA and linear regression, followed by the application of basic statistical concepts such as sampling strategies, sample size estimates and non-parametric tests. Students are required to actively participate in class exercises and submit take home exercises at due dates. For in class exercises students can work in groups of 3-4 students. This is an opportunity to ask questions. In class exercises must be completed within the hour. Students that cannot complete these exercises must submit the completed exercise at the next scheduled class. In class and take home exercises include SPSS assignments.

MPH-5201 Psychosocial Aspects of Public Health

The course MPH 5201 is designed to develop in the student basic literacy regarding psycho – social concepts and processes that influence health status and public health interventions. It will focus on the contribution of social and behavioral sciences to the understanding of the distribution, etiology and solution of public health problems. The course content, pretend to introduce the student in the study of the socio-ecological factors responsible for health /related behaviors that lead to morbidity and premature mortality. During the class the student would also be able to analyze the current trends in the psychological, social and community dimensions of the health research. The coursework emphasize in the principles of social and environmental factors responsible for health behavior.

MPH 5411 Public Health Management

This is an introductory MPH course. The course is designed to cover the basic principles, management theories generally and as applied to public health. The course objectives and public health management competencies will be achieved through sessions on practical management issues: managing people,

resources, programs, time, quality as well as application of the principles of these areas of management to public health problems therefore building skills to become a successful manager required by a public health career.

MPH-5520 Bioethics and Public Health Law

This course will introduce the participant in the evaluation of the values or axiological context in the analysis of Public Health situations at the moment of apply deductive/inductive methodology in the process of solving such dilemmas. It is designed taking in consideration the need of including the Public Health Code of Ethics in the process of the synthesis of the reality in Public Health phenomena. The course is divided in three clusters: Principles of Bioethics, Bioethics in Public Health and applied Bioethics in Public Health. The course is an experience of dialogue, motivation, description, induction and skills development.

MPH-5600 Communication and Informatics in Public Health

This course will provide an overview of specialized public health applications such as registries, epidemiological databases, biosurveillance, public health reporting alerts, quality reporting and how to adopt/use of population health functions for electronic health records and consumer functions for personal health records. In addition, this course will address the potential of public health information technology for health promotion and chronic disease prevention.

IHD 9190 Interprofessional Perspectives in Health Disparities

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

MPH 7850 – Practicum (200 hrs)

The Practicum is a two-credit requirement during which the student works a minimum of 200 hours in the field under the supervision of an approved site preceptor. It is intended to provide students with an opportunity to synthesize, integrate and apply practical skills, knowledge and training learned in courses, to gain professional experience in a public health work environment and to work on public health practice projects that are of particular interest.

It is structured as a three-way partnership between the student, PSMHS and a sponsoring agency/organization and each Practicum must be pre-approved, planned, supervised and evaluated in order for a student to receive credit. Student plans are guided by a set of course competencies outlined below. For those who are new to the field of public health, the Practicum serves as an important first step in a public health career, providing an introduction to the practical skills and experience necessary for a productive and fulfilling career. For students who have had prior work experience, the Practicum provides the opportunity to hone skills or to gain new experience in a different area of specialization.

The Practicum may be done in conjunction with the Culminating Experience in which the knowledge gained through both experiences are integrated to produce a final product. Students planning to combine their Practicum and Culminating Experience must have their proposals pre-approved by both the Practicum Director and their Faculty Advisor.

During the Practicum, students will be required to use the PSMHS Practicum Website <https://sites.google.com/site/psmpublichealthmphpracticum/> on a regular basis. All of the required practicum forms (e.g. Practicum Plan) will be available on this site. In addition, specific departmental materials will be available on this site.

All students completing an international practicum must comply with the University's International Travel Policy, by completing the necessary application and approval forms and receiving approval for travel

MPH-7013 Advanced Epidemiology

This course will cover advanced concepts of Epidemiology that arise in the planning, analysis and interpretation of epidemiologic research studies. Topics will include measures of disease occurrence, measures of association between exposures and outcomes, bias, confounding, interaction, stratification and adjustment, multivariate analysis, indices of validity and reliability and reporting epidemiologic results. Lectures and assigned readings will be combined with practical exercises involving simulated epidemiologic studies in which students will analyze and interpret results from data sets, using different software programs (SPSS®, Epiinfo®, SPSS®).

MPH-5601 Scientific Writing

This course concentrates on the skills needed for clear and cogent scientific writing, such as needed for grant preparation and peer review journal submission. Students will learn how to structure their paper in logical order, retrieve and summarize key background information, present results clearly, build persuasive discussion sections paper and finish with credible conclusions within the limitations of the information presented in their paper. Success in the class is dependent on effective presentation of scientific information in their final project. Student-oriented approaches that address common problems such as proper use of grammar and punctuation, using and citing appropriate references and writing text without plagiarizing will be measured skill sets.

MPH-7333 Research Methods in Epidemiology

The course will cover the principles of research methodology by describing methods used in the assessment of public health problems and clinical research. The students learn to set up the rationale for a research, selecting an appropriate methodology for collecting, analyzing and interpreting data and then, communicating the results for scientific publications and to influence health policy.

MPH-5212 Statistical Methods in Epidemiology

This course provides a completed introductory statistics or biostatistics and multiple linear regression models. Understand the basic statistical concepts of sampling variation, parameter estimation and statistical hypothesis tests. The student will understand how to fit multiple linear regression models, how

to interpret regression coefficients in these models and how to perform hypothesis tests about regression coefficients. You should be familiar with case-control, cross-sectional and cohort study designs.

MPH-7753 Epidemiology of Infectious Diseases

This course presents an epidemiologic survey of infectious diseases of Puerto Rico, the United States and abroad. The course is divided in two parts. The first part includes basic epidemiological and statistical methods used in the prevention, control and identification of major risk factors, vector transmission and etiology of infectious diseases. The second part encompasses detailed discussions of the Epidemiology of selected illnesses such as dengue, HIV/AIDS, sexually transmitted diseases, hepatitis C, malaria, nosocomial infections, tuberculosis and other selected infectious diseases are included.

MPH-7073 Epidemiology of Chronic Diseases

This advanced epidemiology course is intended to be a survey of the major chronic diseases with emphasis on recent epidemiology research and findings. The first series of sessions will cover general concepts of chronic disease epidemiology, methodology, surveillance, screening, risk factors and models of causation. The rest of the course will cover specific chronic diseases including cardiovascular disease, cancer (lung, colon, breast and prostate), diabetes, stroke, Alzheimer's disease and others. These chronic diseases will be discussed from the points of view of their morbidity and mortality patterns, risk factors, causation and prevention. Educational strategies will include presentations by both the professor and students.

MPH 5104 Disaster Epidemiology

The course introduces the foundations and fundamentals of disaster epidemiology. The course begins with a review of basic epidemiological principles and approach to disaster preparedness and impact evaluation. The course reviews the public health impact of natural and man-made disasters. Students are divided into groups of 2-3 students each to prepare a in-depth literature review of a disaster for presentation in a written and oral format submitted on the last day of class in lieu of a final exam. Participation by all students is obligatory for both, presentation and participation on the critique of each presentation.

MPH 7063 Nutritional Epidemiology

This course is designed for students conducting epidemiological studies relating diet and nutritional status to disease and health. The purpose of this course is to examine methodologies used in nutritional epidemiological studies and to review the current state of knowledge regarding diet and other nutritional indicators as etiologic factors in disease.

MPH 7703 Forensic Epidemiology

During the course students will develop the integration capabilities of the forensic sciences to public health, will cover as investigates an outbreak taking as a basis the premises of the criminal investigation and apply epidemiological methodology to the investigation of the violent events, crimes in series and prevention.

MPH 7043 Injury Epidemiology

The course introduces the foundations and fundamentals of injury prevention, control and safety promotion. The course begins with a review of basic epidemiological principles and approach to injury prevention and control. The second part of the course applies these principles to the most important injuries of public health importance in two broad areas: non-intentional and intentional injuries. Students are divided into groups of 3-4 students each to prepare a in-depth evaluation of an injury topic in Puerto Rico. A written and oral presentation is submitted on the last day of class in lieu of a final exam. Participation by all students is obligatory for both, presentation and participation on the critique of each presentation.

MPH 7414 Environmental Epidemiology

This course aims to introduce students to methods commonly used by epidemiologists and statisticians to investigate the relationship between health outcomes and environmental factors. A number of published studies will be used to illustrate the methods described. By the end of the course, students should improve their comprehension of published epidemiologic literature and have knowledge of types of methods used in environmental epidemiology, including an appreciation of their limitations. The students will gain understanding of the application of epidemiological methods to study environmental-related diseases and be capable to design and conduct a number of these methods.

MPH 6302 SURVIVAL ANALYSIS

This course will cover topics in both discrete data analysis and applied survival analysis. Other topics to cover include discrete data analysis including logistic, regression, exact inference and conditional logistic regression. This short survey of discrete data topics will provide a natural transition to analysis of survival data. Survival topics include: hazard, survivor and cumulative hazard functions, Kaplan-Meier and actuarial estimation of the survival distribution, comparison of survival using log rank and other tests, regression models, including the Cox proportional hazards model and accelerated failure time model, adjustment for time-varying covariates and use of parametric distributions (exponential, Weibull) in survival analysis.

MPH 7900 Capstone I and II

The Culminating Experience (CE) is an integrating experience, requisite for graduation in the Master in Public Health. It provides an opportunity for students to reflect, integrate and synthesize the knowledge and skills acquired during classroom and practice experiences, while pursuing their public health degree. The CE serves as evidence of the public health learning experience and occurs after the majority of course requirements are completed.

There are two options for the culminating experience approved by the Public Health Program of Ponce Health Sciences University (PHSU), either a comprehensive exam or a Capstone Project. The Capstone Project will be completed over the course of the academic year of the expected graduation date. The Capstone-related work is divided in: Pre-Capstone Project, Capstone Project I and Capstone Project II. This course syllabus describes the Capstone Project I.

The Capstone Project requires that students apply public health competencies and principles to the development or implementation of a special project in a selected domain of professional public health

practice. The final products of the Capstone Project I will be: (1) a Capstone Project Proposal approved by the Capstone Faculty Advisor; (2) Competencies Form; and (3) an authorization letter from the PHSU Institutional Review Board, if applicable. Students can ask for input or feedback during the preparation of their Capstone Project Proposal but each individual must independently prepare a product with a unique focus. The guidelines for the Capstone Project are available in the Culminating Experience Manual of the Public Health Program (under development).

MPH 7910 Comprehensive Exam

The culminating experience is one trimester integrating requisite mandatory for graduation for the Master in Public Health. The purpose of the Culminating Experience is to provide an opportunity for students to reflect, integrate and synthesize the knowledge and skills acquired during classroom and practice experiences while pursuing their public health degree. The CE serves as evidence of acquisition of public health competences and occurs after majority of course requirements are completed.

This course describes comprehensive exam, one form of culminating experience approved by PSMHS Public Health Program. The comprehensive exam requires that students demonstrate capacity of basic public health competences and principles as well as concentration competencies. Students will prove ability to integrate material acquired in their academic program and to apply their knowledge to issues pertinent to public health profession. The exam is designed to reflect general public health program learning objectives as well overall concentration learning objectives. The exam should reflect the students' ability to integrate across their coursework. It is not a retesting of individual courses. The exam consists of two parts: core and concentration. It will be taken at the end of trimester, each part in a different day. The procedures to take the MPH comprehensive exam are available in the student manual *Culminating Experience Guidelines: Student Manual*.

Master in Public Health Environmental

MPH-5101 Fundamentals of Public Health

This is an introductory first year MPH course. The course is designed to cover the basic public health competencies: biostatistics, epidemiology, program planning, behavior change, health communication, environmental health, disparities and cultural competence, leadership and management, health policy, public health ethics and professionalism and systems approaches to public health. Each class will introduce a competency that will be developed further in later public health courses at PHSU. This course will introduce the student to the basic principles and definitions within that competency and show how each is an essential component of the practice of public health. The course is unique in highlighting the interaction between these core competencies and serves as an integrating base for these competencies through application to specific health problems.

MPH-5102 Introduction to Biostatistics

Biostatistics is the development and application of statistical methods, analysis and interpretation in addressing public health problems. The course is designed to cover principles of biostatistics in the context of public health applications. The topics covered in this course include: methods for collecting and

summarizing data, methods for evaluating the accuracy of sample estimates and techniques for making statistical inferences.

MPH-5310 Introduction to Environmental Health

This course will focus on ecosystem interrelationships in a comprehensive approach including the most critical human health issues due to natural and anthropogenic causes. Topics to be discussed include surface and groundwater supplies, water pollution and water quality control, private and public sewage disposal, solids and hazardous waste management, food protection and hygiene, agricultural methods and pest management, soil and land-use planning, air pollution, physical hazards, occupational health and environmental justice. All the topics will emphasize the determination of which tools are most appropriate for use for the specific issue given the prevailing circumstances. Application of scientific knowledge in problem solving and control of external factors that compromise the health and human well-being will be a priority.

MPH-5103 Introduction to Epidemiology

This course will cover the principles of Epidemiology as the basic science applied to public health and prevention. Topics will include mechanisms of disease transmission, indicators of morbidity and mortality, investigation of epidemics, measurement of risk, epidemiological study designs, confounding and bias. Other topics will address the application of epidemiological knowledge to the practice of different levels of prevention.

MPH-6202 Inferential Biostatistics

The course expands on fundamentals of statistics topics applied to Public Health given in the first trimester. The course begins with a presentation of two basic statistical methods: ANOVA and linear regression, followed by the application of basic statistical concepts such as sampling strategies, sample size estimates and non-parametric tests. Students are required to actively participate in class exercises and submit take home exercises at due dates. For in class exercises students can work in groups of 3-4 students.

MPH-5201 Psychosocial Aspects of Public Health

The course MPH 5201 is designed to develop in the student basic literacy regarding psycho – social concepts and processes that influence health status and public health interventions. It will focus on the contribution of social and behavioral sciences to the understanding of the distribution, etiology and solution of public health problems. The course content, pretend to introduce the student in the study of the socio-ecological factors responsible for health /related behaviors that lead to morbidity and premature mortality. During the class the student would also be able to analyze the current trends in the psychological, social and community dimensions of the health research. The coursework emphasize in the principles of social and environmental factors responsible for health behavior.

MPH 5411 Public Health Management

This is an introductory MPH course. The course is designed to cover the basic principles, management theories generally and as applied to public health. The course objectives and public health management

competencies will be achieved through sessions on practical management issues: managing people, resources, programs, time, quality as well as application of the principles of these areas of management to public health problems therefore building skills to become a successful manager required by a public health career.

MPH-5520 Bioethics and Public Health Law

This course will introduce the participant in the evaluation of the values or axiological context in the analysis of Public Health situations at the moment of apply deductive/inductive methodology in the process of solving such dilemmas. It is designed taking in consideration the need of including the Public Health Code of Ethics in the process of the synthesis of the reality in Public Health phenomena. The course is divided in three clusters: Principles of Bioethics, Bioethics in Public Health and applied Bioethics in Public Health. The course is an experience of dialogue, motivation, description, induction and skills development.

MPH-5600 Communication and Informatics in Public Health

This course will provide an overview of specialized public health applications such as registries, epidemiological databases, biosurveillance, public health reporting alerts, quality reporting and how to adopt/use of population health functions for electronic health records and consumer functions for personal health records. In addition, this course will address the potential of public health information technology for health promotion and chronic disease prevention.

This is an opportunity to ask questions. In class exercises must be completed within the hour. Students that cannot complete these exercises must submit the completed exercise at the next scheduled class. In class and take home exercises include SPSS assignments.

IHD 9190 Interprofessional Perspectives in Health Disparities

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

MPH 7850 – Practicum (200 hrs)

The Practicum is a two credits requirement during which the student works a minimum of 200 hours in the field under the supervision of an approved site preceptor. It is intended to provide students with an opportunity to synthesize, integrate and apply practical skills, knowledge and training learned in courses, to gain professional experience in a public health work environment and to work on public health practice projects that are of particular interest.

It is structured as a three-way partnership between the student, PSMHS and a sponsoring agency/organization and each Practicum must be pre-approved, planned, supervised and evaluated in order for a student to receive credit. Student plans are guided by a set of course competencies outlined below. For those who are new to the field of public health, the Practicum serves as an important first step

in a public health career, providing an introduction to the practical skills and experience necessary for a productive and fulfilling career. For students who have had prior work experience, the Practicum provides the opportunity to hone skills or to gain new experience in a different area of specialization.

The Practicum may be done in conjunction with the Culminating Experience in which the knowledge gained through both experiences are integrated to produce a final product. Students planning to combine their Practicum and Culminating Experience must have their proposals pre-approved by both the Practicum Director and their Faculty Advisor.

During the Practicum, students will be required to use the PSMHS Practicum Website <https://sites.google.com/site/psmpublichealthmphpracticum/> on a regular basis. All of the required practicum forms (e.g. Practicum Plan) will be available on this site. In addition, specific departmental materials will be available on this site.

All students completing an international practicum must comply with the University's International Travel Policy, by completing the necessary application and approval forms and receiving approval for travel MPH 7032 Geographic Information System

MPH-7064 Food Safety

Students will be introduced to the essentials of food safety and sanitation. Major concepts include: food safety and sanitation management, Chemical and biological agents implicated in food borne disease, hazards to food safety, factors that affect food-borne illness, following the food flow, the hazards analysis critical control point system, a safety assurance process, sanitizing operations, environmental sanitation and maintenance, accident prevention, education training and food safety regulations.

MPH-7444 Air and Hazardous Waste Pollutants Exposure Assessment

This course will develop the skills to identify contaminants that might pose and adverse effect to people health and the environment. It will provide the skills to design exposure studies applicable to public health investigations, veterinary health investigations and health risk assessments. Exposure to chemical, physical or biological hazardous agents can occur through inhalation, ingestion and dermal contact with air, water and other fluids, foods, objects and surfaces. The course will teach a variety of techniques that can be used to measure or estimate human exposures to hazardous agents, both on an individual and population basis.

MPH-7454 Water Quality Measurements

This course will focus on biological, chemical and physical water quality characterization that occurred in the aquatic ecosystems and water treatment plants. Natural and human activities that impact these systems with contaminants will be discussed by using the watershed perspective. The course will emphasize in the historic tendencies about: superficial and underground water supplies problems; water body management; drinking water process and wastewater management in a comprehensive approach. Engineering management practices and methodologies in minimizing contaminant inputs and restoring contaminated waters to prevent and control health diseases will be main topics. Federal and State law

and regulations will be the base for all water quality discussions. The student will apply concepts of ecology, aquatic ecosystems and environmental regulations.

MPH-7074 Environmental and Occupational Diseases

The course is intended to introduce students to the basic core concepts of occupational health. Work-related health disorders and diseases that arise due to the interaction of employees and self-employed persons with their working environment will be presented. Modern approaches in occupational health aiming to improve workers' health and well-being, as well as productivity will be discussed. Students will be introduced to major occupational health related diseases including those of the musculoskeletal system, the lungs and the skin, as well as accidents. This course is intended to allow students to understand the interaction of the workplace and environment on the health and well-being of the workforce.

MPH-7414 Environmental Epidemiology

This course aims to introduce students to methods commonly used by epidemiologists and statisticians to investigate the relationship between health outcomes and environmental factors. A number of published studies will be used to illustrate the methods described. By the end of the course, students should improve their comprehension of published epidemiologic literature and have knowledge of types of methods used in environmental epidemiology, including an appreciation of their limitations. The students will gain understanding of the application of epidemiological methods to study environmental-related diseases and be capable to design and conduct a number of these methods.

MPH-7024 Environmental Toxicology

Environmental toxicology is the study of the nature, properties, effects and detection of Toxic Substances in the environment and in any environmentally exposed species, including humans. This course will provide students a general understanding of toxicology related to the environment. Elementary toxicological concepts will be covered including general definitions, dose-response relationships, absorption of toxicants, distribution and storage of toxicants, biotransformation and elimination of toxicants and target organ toxicity.

MPH-7484 Environmental Laboratory

In this course students will learn the basic techniques for physical, chemical and microbiological analysis of environmental samples including: wastewater, drinking water, soil, foods, air and radiation. The students will have the opportunity to take samples on site for its respective analysis in the laboratory. The data collected from these experiences will be used to develop a written report in a format similar to a public health journal. The students should demonstrate practical, technical and analytical skills of collecting samples and further analysis for environmental interpretation.

MPH-7434 Risk Assessment

This course is intended to introduce and explain the basic of risk assessment process and to identify risk assessment benchmarks currently use in environmental and public health. The first series of sessions will cover general concepts of risk assessment, frameworks for risk assessment and risk management and the

contributions of public health discipline in the risk assessment. The rest of the course will cover radiological, microbial, chemical risk assessment. The course also presents the Environmental Protection Agency method for risk analysis and how it is use risk analysis as scientific basis for policy decisions.

MPH 7032 Geographic Information System

The course introduces basic applications of GIS technology in Public Health. The course is designed to help students develop basic skills in using GIS software applied to public health issues. The course aims to help students develop insight into populations health issues through the application of geographic visualization by creating maps with relevant information that allows for describing the relations of several factors to a public health problem and thus be able to define it and provide possible explanations for its spatial distribution and relationships. These overall aims are approached through practical exercises, discussion, reading assignments and group projects.

MPH 7701 Fundamentals of Industrial Hygiene

The course will provide participant with basic practical information to anticipate, recognize, evaluate and control potential or existing occupational hazards. Participants will be able to define terms and basic regulatory requirements, describe the effects of various chemical, physical and biological agents and consider appropriate control measures. Also, the attendees will be able to perform basic Industrial Hygiene calculations.

Participants will learn the basics skills and concepts to protect the health and safety of workers through the control of workplace environmental factors which can cause occupational disease. Course topics include recognition and evaluation of chemical, physical and biological exposures; ergonomic hazards; radiation hazards; thermal stress; ventilation; and programs related to controlling industrial hygiene stressors.

MPH 7402 Environmental Management and Regulations

This course will provide a description of the federal and state regulatory programs, guidelines and authorities that control environmental health issues. At the same time it will develop the skills to identify and manage contaminants that might pose and adverse effect to people health and the environment. The course will teach a variety of techniques that can be used to effectively manage the activities that might pose an adverse effect to our health and environment.

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MPH 7404 Environmental Health Consulting

Environmental health includes the evaluation and control of the environmental factors that can potentially affect health. This course will focus on the analysis and evaluation of environmental issues affecting human health and the environment as a results of natural and anthropogenic causes. Topics to

be discussed include federal and state regulatory programs, guidelines and authorities that control environmental health issues. The participant will acquire knowledge of the problems associated to surface and groundwater supplies, water pollution and water quality control, private and public sewage disposal, solids and hazardous waste management, food protection, agricultural activities, soil and land-use planning, air pollution, pollution prevention and environmental justice. The course will teach a variety of techniques that can be used to effectively provide consulting in environmental health.

MPH 7030 Research Methodology

The purpose of this course is to present the applicable principles and methods in the public health research related disciplines. It supposes a reflexive and critical analysis of the problems and factors to consider in the construction, the development and the applications of research techniques. The class will work and analyze the use and application of qualitative and quantitative techniques in public health related research projects. The study of diverse methods and techniques will emphasize in the design and development of studies in the different public health related disciplines. It intends to prepare the student in the areas related to develop independent investigation.

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MPH 7494 Environmental Microbiology

This course will focus on the role of the environment in the transmission of diseases of public health importance. The course will provide some practical laboratory activities to develop skills and techniques for finding and identifying microbes in the environment. It will explore topics including: cellular architecture; microbes in terrestrial environments, aero-microbiology; aquatic environment microbiology; environmental sampling collection and analysis; immunological methods; nucleic acid-based methods of analysis; biogeochemical cycling alterations & bioremediation; microorganisms & pollutants degradation; indicators microorganisms; drinking & wastewater systems; food microbiology; and microbes in solid waste systems.

MPH 7474 Statistical Methods in Environmental Health

Environmental statistics is the application of statistical methods to problems concerning the environment. This course provides an overview of statistical methods used for evaluate health effects of environmental contamination. Students will examine and be familiar with data sources available for research in environmental health. The course presents covers methods that are common in environmental epidemiology and some that are unique to this discipline. Students will review the use of standard methods for relating exposure/hazards, disease mapping and clustering techniques, time-series analysis

and modeling. The course focuses on applications in a variety of different areas including air and water pollution, environmental monitoring and risk assessment.

MPH 6030 Qualitative Methods

This course is intended to provide an introduction to qualitative data collection and analysis in global health settings. Through readings, lectures and short field exercise, students will become acquainted with the set of methods most commonly used to collect qualitative data in global health settings. These will include in-depth interviewing, mapping, participant observation, focus groups and systematic methods of qualitative data collection. Such methods are often used for rapid ethnographic assessment but also useful for conducting community based participant research. After completing the course students will be able to prepare an interview guide, conduct an in-depth interview, analyze and write up the results from a qualitative field project.

MPH 7791 Bioterrorism and Public Health

During the course of the studies students will learn about the basics of terrorism, bio-terrorism, nuclear or radiological terrorism and the phases of preparation, mitigation and response to an event of terrorism.

MPH 7761 Global Health

The course will introduce students to the main concepts of the public health field and the critical links between global health and social and economic development. Students will get an overview of the determinants of health and how health status is measured. Students will also review the burden of disease, risk factors and key measures to address the burden of disease in cost-effective ways. The course will cover key concepts and frameworks but be very practical in orientation. The course will be global in coverage but with a focus on low- and middle-income countries and on the health of the poor.

MPH 7900 Capstone I and II

The Culminating Experience (CE) is an integrating experience, requisite for graduation in the Master in Public Health. It provides an opportunity for students to reflect, integrate and synthesize the knowledge and skills acquired during classroom and practice experiences, while pursuing their public health degree. The CE serves as evidence of the public health learning experience and occurs after the majority of course requirements are completed.

There are two options for the culminating experience approved by the Public Health Program of Ponce Health Sciences University (PHSU), either a comprehensive exam or a Capstone Project. The Capstone Project will be completed over the course of the academic year of the expected graduation date. The Capstone-related work is divided in: Pre-Capstone Project, Capstone Project I and Capstone Project II. This course syllabus describes the Capstone Project I.

The Capstone Project requires that students apply public health competencies and principles to the development or implementation of a special project in a selected domain of professional public health practice. The final products of the Capstone Project I will be: (1) a Capstone Project Proposal approved by the Capstone Faculty Advisor; (2) Competencies Form; and (3) an authorization letter from the PHSU

Institutional Review Board, if applicable. Students can ask for input or feedback during the preparation of their Capstone Project Proposal but each individual must independently prepare a product with a unique focus. The guidelines for the Capstone Project are available in the Culminating Experience Manual of the Public Health Program (under development).

MPH 7910 Comprehensive Exam

The culminating experience is one trimester integrating requisite mandatory for graduation for the Master in Public Health. The purpose of the Culminating Experience is to provide an opportunity for students to reflect, integrate and synthesize the knowledge and skills acquired during classroom and practice experiences while pursuing their public health degree. The CE serves as evidence of acquisition of public health competences and occurs after majority of course requirements are completed.

This course describes comprehensive exam, one form of culminating experience approved by PSMHS Public Health Program. The comprehensive exam requires that students demonstrate capacity of basic public health competences and principles as well as concentration competencies. Students will prove ability to integrate material acquired in their academic program and to apply their knowledge to issues pertinent to public health profession. The exam is designed to reflect general public health program learning objectives as well overall concentration learning objectives. The exam should reflect the students' ability to integrate across their coursework. It is not a retesting of individual courses. The exam consists of two parts: core and concentration. It will be taken at the end of trimester, each part in a different day. The procedures to take the MPH comprehensive exam are available in the student manual *Culminating Experience Guidelines: Student Manual*.

Doctoral Degree in Public Health (DrPh) in Epidemiology

Program Description

The purpose of the Doctor of Public Health in Epidemiology (DrPH) is to educate professionals with knowledge, skills and abilities in the development of epidemiological methodology applied to health needs including the identification of risk factors, clinical research, programs assessment, prevention, protection and treatment of diseases. These professionals will contribute to the enhancement of the public health through analyses and reformulation of laws that impact health on the local, state and federal levels.

The DrPH is awarded after the successful completion of an interdisciplinary 63-credits curriculum. Students take a comprehensive test at the end of the 2nd year after their completing their class work. An original research of a significant contribution to the scientific knowledge or epidemiological application in a particular health field must be completed during the final years of the Program.

Program Goals

The doctoral degree in Public Health (DrPH) with specialty in Epidemiology responds to the educational mission of the Public Health Program of the Ponce Health Sciences University and to the Essential

Functions of the Public Health which establish the formation and continuing education for the health professionals. As part of our mission is the preparation of the public health students for the integration of the health community, for the participation of the epidemiologic transition and the current transformations of the health systems, private and governmental organizations and other health services. The formation of the doctoral students will be complemented with the necessary competencies in epidemiology as the specific area of public health.

The principal goal of the doctoral program in epidemiology is to educate professionals with the knowledge and skills in the epidemiological method as applied to diverse areas of specialization in the identification of health needs and risk factors and in the evaluation of health programs for the prevention, protection and treatment of illnesses. The specific objectives are the following:

1. To describe and to interpret the principal indicators of health and illness to generate relevant information for making decisions and the formulation of health policies.
2. To plan, design and coordinate protocols of investigation that can be accomplished following ethical principles and safety rules.
3. To identify and to select appropriate epidemiologic designs that can answer the relevant questions to public health problems.
4. To integrate the epidemiologic method with qualitative and statistical methods in the designs of investigation.
5. To provide advice on the decision-making process and on public health policies using the epidemiologic method.

Admissions Requirements

In evaluating the applicants, emphasis is placed upon integrity, character, academic achievements, motivation, emotional stability, GRE score, evidence of health care-related experience, interview reports, letters of recommendation and other information provided by the applicant.

The applicant must:

1. Present evidence of the successful completion of a master's degree in an institution accredited by the PR Council of Education or by a US recognized accrediting organization.
2. Have completed three credits of College Mathematics and the following courses prior to admission:

Course Title	Credits
Biostatistics	6
Introduction to Environmental Health	3
Psychosocial Aspects of Public Health	3
Introduction to Epidemiology	3
Health Policy and Administration	3
Bioethics	

Total	21*
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*If the student is missing any of these credits, it can be taken in our Institution or another one.

3. Have a minimum overall GPA of 3.0 (on a 4.0 scale).
4. Have taken the GRE examination (General Test) with a minimum score of 500 (290 new score), no more than five years earlier
5. Attend a personal interview
6. Submit the following documents:
 - a. Official transcript from all universities attended (undergraduate and graduate).
 - b. Three letters of recommendation
 - i. Two of the letters of recommendation should provide input from people in responsible position who can comment on your academic, employment or volunteer performance, character and interest. For undergraduate, this often means professors, academic advisors or employer.
 - ii. The third letter must be of someone who is able to assess your advocacy experience. All of them should be written using the format accompanying the application form.
 - c. GRE official score www.ets.org/gre - no more than 5 years earlier
 - d. Certificate of No Penal Record (Criminal Background Check)
 - e. Application fee non-refundable \$100 (USD) non-refundable
 - f. Essay and Curriculum Vitae

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

- Written confirmation of acceptance and a deposit of \$100.00 to secure your seat in the entering class.
- Physical Exam (form provided by Admissions Office)
- Evidence of up to date immunization record (must include Varicella, Td Adult, MMR and three doses of Hepatitis B).
- Other documents will be notified as pertinent

Application Process

The Application for Admission to the DrPH in Epidemiology can be downloaded or obtained personally at our Admissions Office.

Deadline to submit a complete application - May 30

Graduation Requirements

Course Requirement

Students must complete all courses within the established time frame. The Program requires a minimum of credits according to the DrPH's curriculum.

Performance Requirement

1. A student must complete each academic year with a minimum grade point average of 3.00. Any student failing to meet 3.00 point GPA standard of performance or failing any course will be placed on probation and referred to the Student Promotion Committee.
2. A minimum of B must be obtained on any require course
3. A minimum of C must be obtained on any selective or elective course

Qualifying Examination Requirement

Qualifying Examination must be taken upon completion of the second academic year. If the student fails to approve the Qualifying Examination, the student, must enroll in the next quarter in independent study courses which must be approved in its entirety in that quarter. Any student failing to meet this standard performance will be referred to the Student Promotion Committee.

Doctoral Dissertation Requirement

A Doctoral Dissertation according to the established guidelines with a research proposal defense and Oral Dissertation Defense is required to obtain the Degree of Doctor in Public Health with specialty in epidemiology.

Professional Behavior Requirement

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

Grading System

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

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

Letter	Grade
A	90-100
B	80-89
C	70-79
F	Below 70
E	Extended
I	Incomplete
IP	In Progress
P	Pass

NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal

Satisfactory Academic Progress

Introduction

A Satisfactory Academic Progress (SAP) has been established to ensure that the Dr.PH-Epidemiology students completes the academic program within the acceptable time frame and with the expected quality of performance. This policy also ensures that the student financial aid requirements set forth by federal regulations have been met. Student’s academic progress should be evaluated annually at the end of each academic year.

Scope

This policy applies to all Dr. PH in Epidemiology students enrolled at Ponce Health Sciences University (PHSU).

General Requirements

A. Time Frame for Completion of the Academic Program

A student will be allowed a maximum time frame of three (3) years of enrollment beyond the standard of five (5) years required for the completion of the Program.

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

Time Frame for Completion of the Academic Program

Program	Standard	Maximum
Doctoral Program in Public Health in Epidemiology	5 years	8 years

Definition of Full Time

Students with an academic load of six credits or more per trimester will be considered a full time doctoral student. Student solely enrolled in the Doctoral Dissertation will also be considered a full-time student.

Definition of Part Time

Students with an academic load of less than six credits per trimester will be considered a part time doctoral student.

B. Completion of the Dr.PH Requirements

1. **Course Requirement:** Students must complete all courses within the established time frame. The Program requires a minimum of 61 credits.
2. **Performance Requirement:**
 - i. A student must complete each academic year with a minimum grade point average of 3.00. Any student failing to meet 3.00-point GPA standard of performance or failing any course will be placed on probation and referred to the PHSU Student Promotion Committee.
 - ii. A minimum grade of B may be obtained in required and selective courses.
 - iii. A minimum grade of C could be obtained in elective courses.
3. **Qualifying Examination Requirement:**

A Qualifying Examination (Comprehensive Exams) must be taken upon completion of the second academic year. If the student fails to approve the Qualifying Examination, the student must enroll in independent study courses during the next trimester. Independent courses are offered to give the students the opportunity to achieve the competences in the areas failed in the Qualifying Examination. Independent courses should be approved entirely during the next trimester. A maximum of 6 credits will be allowed to be taken as independent studies. Any student failing to meet this standard performance will be referred to the Student Promotion Committee.
4. **Doctoral Dissertation Requirement:**

A Doctoral Dissertation according to the established guidelines with a research proposal defense and Oral Dissertation Defense is required to obtain the Degree of Doctor in Public Health with specialty in epidemiology.

Grade Requirement

In order to graduate, the student must complete all requirements and maintain a minimum grade point average of 3.00 GPA in scale of 4.00 point. Satisfactory Academic Progress is required for financial aid eligibility and will be reviewed on a yearly basis, at the end of each academic year.

- a. One "F" or one "NP" in any of the courses, or a cumulative GPA less than 3.00 in the academic year is not allowed. A grade of "F" in any course will be referred to the Student Promotion Committee, to be considered for dismissal from the academic program.
- b. The student may have a maximum of two elective courses with C in record.
- c. A student repeating a course or with a GPA less than 3.00 will be considered in academic probation.
- d. If the student fails to obtain a grade of B or more in a repeated course, he/she will be referred to the Students Promotion Committee for a consideration of dismissal from the academic program.
- e. Courses with "F" grade will remain on record after they are successfully repeated, but only the new grade (s) will be used to compute the grade point average.

- f. Grades of “P” (Pass) or “NP” (No Pass) are applicable to the qualifying examination. Grades of “IP” (In Progress), “P” (Pass) or “NP” (No Pass) are applicable to the research proposal defense and dissertation.
- g. When the research/dissertation activity requires more than one trimester for its completion, the student will receive a grade of “In Progress” (IP) for each trimester and until the research/dissertation is completed.
- h. A grade of “I” (Incomplete) will only be allowed under very special circumstances as determined by the faculty member teaching that particular course. The student must remove the “I” (Incomplete) by the end of the following trimester or an administrative “F” will replace it.
- i. Graduate courses not offered at PHSU could be taken at other institution only with permission and approval of the Dr. PH Coordinator, Associate Dean for Public Health and the Dean for Health Sciences.
- j. If the student obtained a reversed dismissal, he/she won’t be in satisfactory academic progress and is considered both on academic and financial aid probation.

Professional Behavior Requirement

The students should conduct themselves in accordance with the norms for professional conduct set forth by the Ponce Health Science University at all times.

Commitment to Public Health Philosophy

It is expected that every student be committed to the betterment of our fellow human beings as exposed by the philosophy that governs the Public Health Profession.

Academic Probation and Financial Aid Eligibility

Any student failing to meet the grade requirement might be placed on academic probation for one trimester, but will be eligible for financial aid. Students that fail to comply with grade requirements after the prescribed probation time will be referred to the Student Promotion Committee for dismissal from the program.

Appeal Process for Academic and Financial Aid Probation

Students notified that the Public Health Students Promotion Committee (SPC) decided to dismiss them from the Dr.PH Program, or that he/she must repeat failed courses during the next academic year, will have the right to appeal the decision within seven working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will appeal in writing to the Public Health Students Promotion Committee (SPC). The letter should include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they would change their initial decision. The SPC has 48 hours to submit its decision to the Associate Dean for Public Health, who will notify the decision to the student.

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

If an Ad-Hoc Committee is appointed, they will notify the student in writing the date and time set to appealing meeting. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Dean of Health Sciences. The Dean of Health Sciences will consider the Ad-Hoc Committee recommendation and make the final decision within forty-eight (48) hours.

Any decision will be reported to the student in writing. The decision made by the Dean of Health Sciences is final.

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

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

Reinstatement of Financial Aid

Financial Aid eligibility is contingent upon satisfactory academic progress. It is the student's responsibility to request reinstatement of financial aid.

Enforcement

The President, the Dean for Academic Affairs and the Dean for Student Affairs, the Registrar and the Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policies set forth.

Created and Revised by V. Green & M. Roubert August 5, 2016

Tuition and Fees

For more details of PHSU tuition and fees please refer to: <http://psm.edu>

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

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

Curriculum

DrPH Epidemiology Curriculum

CODE	COURSE TITLE	CREDITS
DrPh Courses Pre-requisites		
MPH-5101	Fundamentals of Public Health	3
MPH-5102	Introduction to Biostatistics	3
MPH-5310	Introduction to Environmental Health	3
MPH-5103	Introduction to Epidemiology	3
MPH-6202	Inferential Biostatistics	3
MPH-5201	Psychosocial Aspects of Public Health	3
MPH-5411	Public Health Management	3
MPH-5511	Bioethics and Public Health Law	3
Subtotal		21

CODE	COURSE TITLE	CREDITS
DrPh Required Courses		3
DPH 6010	Epidemiological Research Methods	3
DPH 6011	Epidemiological Research Methods Application	3
DPH 6300	Public Health Leadership & Advocacy	3
DPH 7015	Biostatistics for Epidemiology	3
DPH 7163	Sampling	3
DPH 5503	Bioethics in Public Health	3
DPH 6340	Health Services Administration and Management	3
DPH 6253	Survey Questionnaire Design in Public Health; Epidemiology – Test Construction	3
DPH 7002	Advance Biostatistics	3
DPH 7047	Epidemiological Data Analysis	3
DPH 6350	Planning and Evaluation Health Programs	3
DPH 6320	Teaching Epidemiology	3
DPH 7184	Demography	3
DPH 7023	Applied Epidemiology and Surveillance	3
DPH 5502	Health Policy	1
IHD-919	Inter-Professional Perspectives in Health Disparities	
Subtotal		46

Summer

CODE	COURSE TITLE	CREDITS
DPH XXXX	Consulting Practicum	2
Subtotal		48

Electives

CODE	COURSE TITLE	CREDITS
DPH 6203	Clinical Trials	3
DPH 7181	Public Health Education	3
DPH 7143	Epidemiology of Tobacco	3
DPH 6601	Grant Writing in Epidemiology	3
DPH 6103	Epidemiology of Diseases of Major Public Health Importance	3
DPH 7201	Meta-analysis	3
DPH 5601	Writing Papers in Public Health	3
DPH 7073	Epidemiology of Chronic Diseases	3
DPH 7173	Social Epidemiology	3
DPH 6133	Epidemiology of Work Related Diseases	3
DPH 6153	Epidemiology of Transmissible Diseases	3
DPH 7193	Cancer Epidemiology	3
DPH 6123	Cardiovascular Epidemiology	3
DPH 7113	Mental Health Epidemiology	3
DPH 7200	Bias	3
DPH 7103	Genetic Epidemiology	3
DPH 7153	Epidemiology of Arthritis, Autoimmune and Musculoskeletal Disease	3
DPH 5734	Fundamentals of Pathophysiology	3
DPH 7133	Environmental Problems & Solutions in Epidemiology	3
DPH 6330	Health Economics	3
DPH 7123	Laboratory Rotation	3
DPH 6310	Legal Issues in Epidemiology	3
DPH 7024	Toxicology	3
DPH 7043	Injury Epidemiology	3
DPH 7700	Independent Study: Special project	3
DPH 7014	Environmental Epidemiology	3
DPH 7183	Post Market Surveillance	3
DPH 7010	Epidemiology Communicable and Tropical Diseases	3
DPH 7300	Applied Public Health Project	3
Subtotal		54
	Integrative Learning Experience	
	Comprehensive Exam	0
DPH XXXX	Dissertation	9
Total		63

Course Descriptions

DPH 6010 Epi Research Methods

The course will cover the principles of research methodology by describing methods used in the assessment of public health problems and clinical research. The students learn setting up the rationale for a research, selecting an appropriate methodology, collecting data, analyzing data, interpreting the results and then, communicating the results.

DPH 6253 Theory and Tests Construction

The course tries to provide the student the fundamental knowledge of the construction of tests. They will be examined and practice on him across a series of exercises the methods to determine the validity and reliability of the tests. The measurement scales will be studied, for example the Likert scale, with emphasis on their role on the measurement of epidemiological data.

DPH 6203 Clinical Trials

The course is intended as an introduction to the rationale, design, conduct, analysis and presentation of clinical trials. Clinical trial designs will be reviewed, including topics such as Randomization, Blinding, Sample size, Cross-over designs, Funding, Organization, Protocol development, Ethical considerations, Outcomes' measurement, Data management, Development of Data collection forms, Adherence and compliance, Recruitment, Monitoring of adverse events, Analysis of data and Publication procedures.

DPH 7015 Biostatistics for Epidemiology

The course covers the main biostatistics procedures used by epidemiologists as they apply to specific public health problems. A number of topics in the biostatistics analysis of epidemiological data are included such as analysis of categorical data by using cross-tabulation, stratified analysis, multiple linear regression, logistic regression, survival curves and the Cox's proportional hazards regression analysis. The identification and adjustment of confounding and how to handle and interpret interactions between variables by using multiple adjustment procedures are integral part of this course. This class includes lectures and a large proportion of practical sessions such as in-class computer exercises and homework. The first part of the course includes a review of basic concepts of epidemiology and biostatistics to update and prepare students for the second part of the course that focuses on multivariate analysis.

DPH 7002 Advanced Biostatistical

The class will cover a number of advanced topics in the statistical analysis of bio-medical data: regression, adjustment for covariates, odds ratios, logistic regression, models for count data and survival analysis.

DPH 6601 Grants Writing in Epidemiology

This grant writing course is designed to acquaint students with the knowledge and effective grant writing skills involved in grant writing for Federal, State and private competitive funding.

DPH 7163 Sampling

This course covers simple random sampling, sampling for proportions, estimation of sample size, sampling with varying probabilities, types of sampling: stratified, systematic, cluster, double, sequential, incomplete.

DPH 7201 Meta-Analysis

The course initiates with an introduction to meta-analysis. It discusses the strengths and weaknesses of this type of analysis. It continues with the discussion of the concepts that integrate the meta-analysis. The students will use the statistical program EPIDAT 3.1 of the Pan-American Organization of the Health (OPS) for practical exercises.

DPH 5601 Writing Papers in Public Health

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

DPH 7173 Social Epidemiology

This course will provide a systematic and selective overview of conceptual approaches and research findings related to the impact of social context on the health of populations. Among the social processes to be examined are social inequities (including those related to socioeconomic position and race/ethnicity), social integration (including social capital, social networks and support) and the role of residential neighborhood characteristics. Emphasis will be placed on extending the causal chain thought to be associated with patterns of acute and chronic disease to include “upstream” factors that are properties of social context rather than of individuals.

DPH 6133 Epidemiology of Work Related Diseases

Discusses principals occupational diseases. Examines the relationship between vulnerable populations, work and health. The aim of this course is to provide the tools needed to identifying hazards in workplace, identify work related diseases and develop a work relative surveillance system.

DPH 6153 Epidemiology of Transmissible Diseases

The purpose of this course is learning about Transmissible Diseases epidemiology. Study the research methods, outbreak investigations, Transmissible Diseases surveillance and vaccine. We will study infectious diseases like malaria, foodborne diseases, respiratory diseases and HIV.

DPH 7193 Cancer Epidemiology

This course will introduce students to cancer epidemiology research. We will cover biology and cancer, descriptive epidemiology and research methods. The principal aim is to provide basic skills to understand major studies, risk factor and public health problems.

DPH 6123 Cardiovascular Epidemiology

This course will cover coronary heart disease, stroke, hypertension and end stage renal disease. The students study the natural history of the disease, epidemiology, modifiable and no modifiable risk factors, research methods and the current epidemiological studies in cardiovascular disease.

DPH 7113 Mental Health Epidemiology

This course will cover common measures in mental health research, design and analysis of group-randomized trials with applications to mental health epidemiology, major mental disorders and principles of measurement in mental health research.

DPH 7103 Genetic Epidemiology

This course will present fundamental concepts and methods in Genetic Epidemiology. It will review basic terminology of genetics and introduce various genetic epidemiology study designs, covering basic analysis, inferences, plus their strengths and limitations.

DPH 7153 Epidemiology of Arthritis, Autoimmune and Musculoskeletal

This course includes both clinical and classical epidemiology whose overall goal is to improve our understanding of the epidemiology of arthritis, autoimmune and musculoskeletal diseases. The spectrum of projects ranges from descriptive epidemiologic studies to the identification of etiologic risk factors, or the examination of factors predictive of prognosis and outcome in patients with these diseases.

DPH 5734 Pathophysiology and Public Health

Human health problems comprise a wide range of infectious, degenerative, neoplastic and genetically-based disease factors. In addition to these factors, human disease results from a wide range of environmental and socially- caused pathologies.

This course presents the fundamentals scientific and biomedical concepts of modern public health problems and explores, in depth, mechanisms and models of the major categories of disease. The biologic principles presented in this course are foundations to developing and implementing public health disease prevention, control, or management programs in the student's future. The course will include lectures, written homework assignments and individual presentations.

DPH 7133 Environmental Problems & Solutions in Epidemiology

This course examines several major environmental problems at global, state and local levels. We will discuss basic ecological concepts and mechanisms involved and the impact of these phenomenon on ecological systems including effects on animals, plants and humans. The course will have a strong focus on solutions and strategies to improve the environment at these various scales. Solutions include ones at levels that include policy, personal choice, business practices, innovation and deepening connection.

DPH 5502 Health Policy

The course discusses the politics of health policy in terms of legislative and executive processes at the state and federal level; key forces involved including economic, social, ethical and political factors; and central players of importance, including special interest groups, lobbyists, the press, elected officials, legislative staff and public agencies.

DPH 6300 Public Health Advocacy

This course offers a current and historical overview of the advocacy in public health in Puerto Rico and USA. The student will develop the tools and the skills to examine new strategies used by public health advocates. The students can evaluate different strategies for public health advocacy in non- governmental organizations.

DPH 6310 Legal Issues In Epidemiology

The purpose of this course is to introduce doctoral students, to legal issues in the public health system. Topics to study are legal aspect of health care system, legal and regulatory issues, patients' rights, institutional liability, basic legal principles and decisions in public health.

DPH 7024 Toxicology

The purpose of this course is learning the basic concepts of toxicology. Analyses the effects of toxic substances in human, animals and environmental. The students learn about the fundamental laws governing for national and foreign chemical for the prevention of mortality and morbidity resulting from exposure to toxic chemical.

DPH 7043 Injury Epidemiology

This course provides the skills to interpret and perform injuries epidemiologic research methods. Topics of study are the social cost of injury, magnitude of the injury problem. The students learn how use the epidemiological data in risk assessment and different models.

DPH 5503 Bioethics in Public Health

This course will introduce the participant in the evaluation of the values or axiological context in the analysis of Public Health situations at the moment of apply deductive/inductive methodology in the process of solving such dilemmas.

Is designed taking in consideration the need of including the Public Health Code of Ethics in the process of the synthesis of the reality in Public Health phenomena.

These are divided in three clusters: Principles of Bioethics, Bioethics in Public Health and applied Bioethics in Public Health.

The course is an experience of dialog, motivation, description, induction and skills development.

DPH 7014 Environmental Epidemiology

This course provides the skills to interpret environmental epidemiologic research. The course should prepare students to perform environmental research methods. Topics areas of study are air and water pollutants, radiation, asbestos, lead, pesticides, disease clusters, the built environment, environmental justice and climate change. The students learn how use the epidemiological and toxicological data in risk assessment and environmental health impact assessment.

DPH 7023 Applied Epidemiology and Surveillance

The purpose of this course is learning and practice basic epidemiology. Study the methods in surveillance and investigation of health-related states or events. Students will also learn how use important clinical diseases data or observations and prepare epidemiological actions.

DPH 7010 Epidemiology of Communicable and Tropical Diseases

The purpose of this course is learning about Communicable and Tropical Diseases. Study the management, prevention and control of tropical diseases. We emphasis in travel clinic, Immunization, STDs, Vector Borne Diseases, Emerging and Re-emerging Diseases, Tuberculosis and Leprosy and Diseases of Contact with Animals.

DPH 6320 Teaching Epidemiology

In this course, students will have the opportunity to examine and plan for, the teaching component of the professor role. Several teaching strategies will be used as what are conferences, debates and group discussion and will meet with the teachers Program to explore their methods of teaching, courses preparation and assessment. At the end of the course, students will have a "teaching portfolio" that will have two basic components: Detailed information of the course development and offered and teaching experience.

DPH 7184 Demography – Demographic Techniques

This is an introductory demography and demographic techniques course designed to equip students with the skills needed to collect and analyze demographic data. Areas to be covered include sources of demographic data, population composition, fertility and reproduction, nuptiality, mortality and life tables, migration and projections. All students should bring a statistical calculator to all classes and tutorials.

DPH 7200 Bias in Epidemiology

The course starts with an introduction peral to biases, defining the concept and generalities and then there is an in-depth study of each of the types of biases and biases that occur depending on the type of study design.

DPH 6300 Public Health Advocacy

This course offers a current and historical overview of the advocacy in public health in Puerto Rico and USA. The student will develop the tools and the skills to examine new strategies used by public health advocates. The students can evaluate different strategies for public health advocacy in non- governmental organizations.

DPH 6340 Heath Services Administration and Management

This course provides an introduction to the Puerto Rico and U.S.A health care systems. Explain the history of both health systems. We will examine the components, characteristics and differences of the Puerto Rico and U.S.A health care system and explore current issues confronting both systems.

DPH 7700 Independent Studies – Special Project

This course takes as an intention to present to the students the essentials of the epidemiology, morbidity and mortality measurements, illnesses transmission, outbreak investigations, screenings, design studies, bias that affect the interpretation of the clinical studies and the applications to the health. These topics can be applied to any public health area. The student will realize a review of literature, where will evaluate the designs study, the conclusions and the application of its results to the populations.

DPH 7123 Laboratory Rotation

Laboratory rotations are essential components of a student's in Public Health. These experiences introduce students to specific areas of public health, expose students to specialized techniques and familiarize students with specific projects in the program in anticipation of selection of a research advisor. Students will be evaluated on their attendance, motivation and interest within the labs as well as their attendance and participation at lab meeting. Students are responsible for learning new techniques, asking questions and working semi-independently by the end of each lab rotation.

DPH 7183 Post – Marketing Surveillance

It will provide a learning environment in which students will analyze the current policies and guidelines under which pharmaceutical and biological products are developed for human use and regulated while in commerce.

DPH 7181 Public Health Education

Provides an overview of the breadth of programs and diversity of settings in the field of health education, health promotion and to develop skills in program planning. Explains the importance of health behavior as a contributor to current public health problems and the role of health education and health promotion programs in addressing them, drawing examples from the literature on community-based health education, patient education, school health and work-site health promotion. Also discusses issues of ethical standards and quality assurance in health education and health promotion.

DPH 7143 Epidemiology of the Tobacco

The course will utilize a multi-level approach to public health by providing a comprehensive overview of the health effects, history, marketing, politics and control of tobacco use, combining medical, psychosocial, epidemiological and economic perspectives to give students a framework for understanding tobacco addiction and its prevention and treatment. This course will provide the foundation for students to begin pursuing a public health career dedicated to diminishing the tremendous toll of tobacco use and addiction in our society through research, teaching and/or public health

DPH 7300 Applied Public Health Project

Lectures and group discussions focused on the problems, health policy, health indicators, health right and the role of the Governments efforts for health promotion. Student assessment will be based on a group project and a written work of evaluation of public health problems in the area of student interest.

DPH 7710 Journal Club

Journal club provides a forum for discussion and analysis of relevant literature in the field of Public Health and develop critical thinking, presentation and literature skills.

DPH 7073 Epidemiology of Chronic Diseases

This course discusses the prevalence, incidence and modifiable and no modifiable risk factors of the chronic diseases in Puerto Rico, USA and other countries. Topics of study are heart diseases, hypertension, cancer, diabetes, stroke and renal diseases.

DPH 7083 Consulting Practicum

Each week one or more clients from various disciplines across various hospitals, public and private agencies and universities programs will present the research and statistical issues during class. Open discussions between the consultants and the client will follow the presentation. After the client leaves a lead consultant will be assigned to the project, either on a volunteer basis or by my directive. The lead consultant (and any assistants) will have full responsibility for the subsequent meetings, gathering of information from the client and providing quality statistical consulting services to the client.

DPH 8005 Dissertation Research for DrPH Epidemiology Students

For students who have completed all requirements including: credit hours, full-time enrollment, preliminary examination and any requirement for the doctoral degree and are writing and defending their dissertations. Doctoral Dissertation Preparation courses are restricted to Doctoral students only as indicated by the prerequisites noted above.

Bachelor of Science in Nursing

Program Description

Ponce Health Sciences University (PHSU) has developed a Bachelor of Science Degree in Nursing (BSN) Program offering Direct Entry and Upper Division Entry Options. The 121-credit hour BSN Program is sequentially structured and can be completed in approximately three to four calendar years. The Program, based in the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (October 20, 2008), prepares nurse generalists to be providers, designers, leaders, managers, and coordinators of care as well as accountable members of the nursing profession and to pursue graduate level education.

The Essentials of Baccalaureate Education of Nursing Practice include:

- Liberal Education for Baccalaureate Generalist Nursing Practice
- Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- Scholarship for Evidence-Based Practice
- Information Management and Application of Patient Care Technology
- Healthcare Policy, Finance, and Regulatory Environments

- Inter-professional Communication and Collaboration for Improving Patient Health Outcomes
- Clinical Prevention and Population Health
- Professionalism and Professional Values
- Baccalaureate Generalist Nursing Practice

The BSN program also provides individuals with the ability to implement evidenced-based practice in the delivery of professional nursing care based on higher-level competencies throughout a variety of clinical settings. Evidence-based practice incorporates scientific findings in the delivery of nursing care that includes both theory and practical clinical skills required by the field of nursing to provide leadership and render safe, culturally appropriate patient care.

Mission

The Nursing Program supports the Mission of PHSU by seeking to improve the health of diverse populations by providing academically rigorous, evidence-based nurse education in an intra-professional environment to prepare graduates who demonstrate excellence in nursing practice embracing equity and culturally effective care to patients, families, and communities, utilize informatics to support decision making, transform health care, and serve others through health promotion; and to have positive impacts through service to communities at local, national and global levels.

Vision

The Nursing Program vision statement is future-oriented and supports the Vision of PHSU by aspiring to be recognized for excellence and innovation in education, leadership, advocacy, research and culturally competent nursing practice.

Philosophy

The Nursing Faculty and Administration support the Guiding Principles of PHSU and are committed to supporting the core values of the Nursing Program as recommended by the American Association of Colleges of Nursing (AACN) for Baccalaureate Generalist Nursing Practice and the American Nurses Association (ANA) Code of Ethics. The core values for nursing education are firmly based in science and the arts that support the provision of caring and compassionate patient-centered care. The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

The core values of the Nursing Program serve as the foundation of nursing practice at the BSN entry-level and applicable for advanced practice nursing as well. The “carative values” that guided in the development of the curriculum for the Nursing Program are based on the nursing theorist, Jean Watson (2001). The following are the core values shared by the faculty:

- Caring

- Diversity
- Trust
- Ethics
- Excellence
- Holism
- Spirituality
- Evidenced-Based Decision-making
- Patient-Centeredness
- Transformative Power of Technology
- Willingness to Embrace Change

Nursing Program Graduate Outcomes

At the time of graduation from the Nursing Program, nursing students are expected to:

1. Demonstrate a commitment to excellence in professional accountability, leadership, professional behaviors and responsibility for nursing judgments and actions within a moral, ethical and legal framework, utilizing the most current information resources with a commitment to continuous professional development.
2. Utilize the most current informatics and technology resources to communicate, manage knowledge, educate, mitigate error and support decision making to promote patient safety, quality care services.
3. Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care and improved patient outcomes.
4. Facilitate safe, holistic and effective patient/family centered care outcomes through use of evidence-based research and other science-based, humanities and research frameworks.
5. Promote a culture of caring to provide holistic, compassionate, culturally competent patient-centered nursing care based on a comprehensive and focused health assessment across the lifespan using sound clinical judgment.
6. Evaluate the implications of policy on issues of access, equity, affordability, a social justice in healthcare delivery including the health of vulnerable populations and healthcare disparities.
7. Advocate for patients, families, communities, and the nursing profession, applying values and utilizing an ethical framework, clinical reasoning, and cultural competence.
8. Implement individual and population-focused interventions to promote health and to prevent and manage disease and injuries by identifying threats to safety and develop strategies to minimize risk of harm to individuals and populations.

Admission Requirements

1. Applicants to the BSN Program must have a recognized high school diploma or General Equivalency Examination (GED), or the equivalent. They also must have successfully completed high school Biology, Algebra and preferably Chemistry.
2. Send official transcript (s) from high school and post-secondary, if applicable, including a previous degree directly to the Admissions Office.
3. As an Upper Division Program or for Direct Entry, PHSU requires applicants to complete the following general education and science courses with a cumulative GPA of 2.5 from accredited schools. Only grades of C or higher transfer. Nursing courses from other institutions are not accepted for transfer.

Upper Division Pre-Requisites

Course	Credits
Chemistry for Health Sciences with Lab	4
Anatomy and Physiology I with Lab	4
English Composition I	3
Introduction to Psychology	3
Microbiology for Health Sciences with Lab	4
Anatomy and Physiology II with Lab	4
Developmental Psychology	3
English Composition II	3
College Algebra	3
Public Speaking	3
Introduction to Statistics	3

(Students who have not completed the pre-requisites for admission to the Upper Division Program may be eligible for the Direct Entry BSN Program).

4. Written essay indicating interest in nursing
5. Submit two letters of recommendation from persons not related to you who can speak to your potential to become a registered professional nurse.
6. Complete an interview with the admission committee.
7. Demonstrate English proficiency in speaking and reading by TOEFL scores or evidence of successful completion of a year of college English.
8. Must have taken the College Entrance Examination Board (CEEB) or equivalent admission test
9. Evidence of attendance at a nursing pre-admission conference given during orientation period.
10. Students are required to have a current Basic Life Support (BLS) certification through the American Heart Association when they enter the program. It can be taken on-line at the American Heart Association website or at a center in your area. Centers are listed on the website or you can contact the American Heart Association directly at 1-800-242-8721.

11. Criminal Background Screening and Drug Testing are required prior to admission.
12. Take the HESI A2 Exam (Health Education System, Inc.).
13. Read and sign the document of Essential Performance Standards in Nursing*
14. A non-refundable US \$80 Application Processing Fee. (Check or Money Order payable to Ponce Health Sciences University).

Accepted Students

Upon acceptance, a deposit of US \$100 to secure the seat is required. Once accepted to PHSU, a student will be sent a Letter of Acceptance, Health Form, Welcome Packet, Visa Form (if required), and Program Plan by email and U.S Mail. The Program Plan provide information on the academic pathway designed specifically for the individual student-from their first to their last trimester. Assistance is provided to students throughout the enrollment process.

Once students are admitted to the program they must submit immunization records and medical tests. The immunization requirements are for DPT (Diphtheria, Pertussis, Tetanus), MMR (Measles, Mumps, Rubella), Polio, Hepatitis B (Start of the series) and proof of having Chicken Pox disease or having had the Varicella or Viravax vaccine. Medical tests which must be completed are a TB test, PPD/Mantoux, together with radiologist's report of a Chest X-Ray which is required (not the actual films) only for those applicants who have tested positive for TB.

Graduation Requirements

To receive a Bachelor of Science Degree in Nursing, every student must fulfill the following requirements:

1. Have attended eight regular trimesters (or received transfer credit equivalent to the first two trimesters, have satisfactorily met all the approved clinical requirements, and have satisfactorily completed all course work and examinations as required by the faculty.
2. Have met all the requirements for satisfactory academic progression.
3. Received a passing grade on all required examinations.
4. Have shown a behavior considered acceptable to academic instructors and supervisors.
5. Have received the recommendation of the Nursing Faculty as presented to the Promotions Committee. The Committee reviews both cognitive and attitudinal aspects of performance. The recommendations are then submitted to the Dean for approval.
6. Have settled all financial and library obligations with PHSU.
7. Attend the commencement exercise.

Students who have successfully completed the BSN program and wish to practice in the US are eligible to apply to sit for the NCLEX-RN examination. Each state Board of Nursing has different licensure requirements. The requirements for eligibility to take the NCLEX and to get a license/registration are determined by the board of nursing/regulatory body (BON/RB). If you are interested in information about eligibility and licensure/registration requirements, you should contact the BON/RB where you wish to practice. PHSU SON will assist you in understanding the requirements.

Grading System

Nursing program defines grades of nursing and support courses based on the following system:

Letter	Grade
A	90-100
B	89-80
C	79-70
F	Below 69
E	Extended
I	Incomplete
IP	In Progress
P	Pass
NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal

All students are required to obtain a minimum cumulative grade point average (GPA) of 2.50. An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the faculty. The student must complete the “I” (Incomplete) by the following trimester or an - “F” will be recorded for that course. The “I” (Incomplete) grades are part of the academic record as are the final grades.

Satisfactory Academic Progress Policy

Satisfactory academic progress is a cumulative measure of a student’s performance and includes all periods of the student’s enrollment. Both quantitative and qualitative standards are used to evaluate satisfactory academic progress in the BSN Program. Quantitative and qualitative standards are measured every term.

Quantitative standards include grades on quizzes, exams, care plans and other measurement tools. Qualitative standards for practice, as a registered nurse requires many competencies, such as the functional abilities listed below:

- Ability to see, hear, touch, smell, and distinguish colors
- Ability to speak and write with accuracy, clarity, and efficiency
- Manual dexterity, gross, and fine motor movements
- Ability to learn, think critically analyze, assess, solve problems, and reach sound judgments
- Emotional stability and ability to accept responsibility and accountability

All students must satisfactorily demonstrate these competencies in the didactic, laboratory, and clinical courses throughout their program of studies.

General Requirement

A nursing student will be allowed a maximum time frame of two years of enrollment beyond the standard of four years required for the completion of the program. Summer enrollment is considered part of the academic year for the purposes of this measure.

To ensure that a student is making sufficient academic progress in order to meet the maximum timeframe requirement, the student must complete 67% of all credits attempted. Development and skill courses are included in the timeframe calculation but not in the rate of progress calculation.

This policy also ensures that the Student Financial Aid requirements set forth by federal regulations have been met. The SAP applies to all nursing students enrolled in Ponce Health Sciences University School of Nursing. Student's academic progress is evaluated each trimester of the academic year.

For transfer students, the total years for completion of a degree include those years accredited on admission to the BSN Program.

Course Requirement

Students must complete ***all courses*** within the established time frame.

Performance Requirement

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

Professional Behavior Requirement

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

Grade Requirements

Students will not attain Satisfactory Academic Progress and will be referred to the School of Nursing Students Promotion Committee to be considered for dismissal if any of the following occur:

- Earning an "F" or "WF" in two or more courses in one trimester
- Earning an "F" or "WF" in a nursing course after having had two "F's" or "WF's" in previous trimesters
- Earning an "F" or "WF" in the same nursing course taken twice
- Earning less than a 2.50 semester GPA in two consecutive trimesters

Students receiving one "F" in one trimester but has a trimester GPA of 2.5 or greater will be given an academic warning and will be placed on "Probation". Students on probation must meet with the Dean of Nursing at the beginning and throughout the trimester.

Appeal Process

Students who are notified by the Dean of Nursing regarding decision of the Students Promotion Committee that he/she must repeat failed courses during the next academic year or to be dismissed from the nursing program, have the right to appeal the decision within seven working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will appeal in writing to the School of Nursing Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. The SPC has 48 hours to submit its decision to the Dean of Nursing, who will notify the decision to the student.

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

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

Any decision will be reported to the student in writing. The decision made by the Dean of Nursing is final.

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

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

Financial Aid Eligibility

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

Enforcement

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

The President, the Provost/Vice President of Academic Affairs and the Vice President for Student Affairs, as well as the Dean of Nursing, Registrar and Financial Aid Manager will receive all pertinent data to ensure proper enforcement of the policy here set forth.

Curriculum

Direct Entry

First Year – Trimester 1

CODE	COURSE TITLE	CREDITS
BIO 1010	Anatomy and Physiology I/Lab	4
ENG 1010	English Composition I	3
PSY 1010	Introduction to Psychology	3
MTH 1050	College Algebra	3
BIO 2030	Microbiology for Health Sciences/Lab	4
SUBTOTAL		17

First Year – Trimester 2

CODE	COURSE TITLE	CREDITS
BIO 1020	Anatomy and Physiology II/Lab	4
PSY 1020	Developmental Psychology	3
ENG 1020	English Composition II	3
SPC 1030	Public Speaking	3
CHE 1110	Chemistry for Health Sciences/Lab	4
MTH 1130	Introduction to Statistics	3
SUBTOTAL		20

First Year – Trimester 3

CODE	COURSE TITLE	CREDITS
NUR 2120	Foundations of Professional Nursing Practice	5
NUR 2330	Nutrition	3
NUR 3030	Pathophysiology	3
EPI 3100	Principles of Epidemiology	3
NUR 3150	Nursing Research	3
SUBTOTAL		17

Second Year – Trimester 4

CODE	COURSE TITLE	CREDITS
NUR 2310	Health Assessment and Health Promotion	3

CODE	COURSE TITLE	CREDITS
NUR 2320	Pharmacology	3
NUR 3110	Family Dynamics	3
NUR 3580	Evidenced-Based Nursing Practice	3
SUBTOTAL		12

Second Year – Trimester 5

CODE	COURSE TITLE	CREDITS
NUR 3120	Care of the Adult in the Acute Care Setting I	6
NUR 3130	Mental Health Nursing	5
IHD 9180	Inter-Professional Perspectives in Health Disparities	1
HCS 3520	Health Care Informatics	3
SUBTOTAL		15

Second Year – Trimester 6

CODE	COURSE TITLE	CREDITS
NUR 3140	Community Health and Disaster Preparedness	5
NUR 3170	Nursing Care of the Childbearing Family	5
HCS 4510	Global Health Care Issues	3
SUBTOTAL		12

Third Year – Trimester 7

CODE	COURSE TITLE	CREDITS
NUR 4120	Care of the Adult in the Acute Care Setting II	7
NUR 4030	Pediatric Nursing	5
NUR 4040	Leadership and Management	4
SUBTOTAL		16

Third Year – Trimester 8

CODE	COURSE TITLE	CREDITS
NUR 4580	Nursing Specialty Practice	8
NUR 4590	Senior Seminar Capstone	4
SUBTOTAL		12

Total: 121 credits

Upper Division

Courses Required for Admission to Upper Division 2.5 GPA

CODE	COURSE TITLE	CREDITS
CHE 1110	Chemistry for Health Sciences/Lab	4
ENG 1010	English Composition I	3
BIO 1010	Anatomy and Physiology I/Lab	4
BIO 2030	Microbiology for Health Sciences/Lab	4

CODE	COURSE TITLE	CREDITS
PSY 1010	Introduction to Psychology	3
BIO 1020	Anatomy and Physiology II/Lab	4
PSY 1020	Developmental Psychology	3
ENG 1020	English Composition II	3
MTH 1050	College Algebra	3
SPC 1030	Public Speaking	3
MTH 1130	Introduction to Statistics	3
SUBTOTAL		37

First Year – Trimester 1

CODE	COURSE TITLE	CREDITS
NUR 2120	Foundations of Professional Nursing Practice	5
NUR 2330	Nutrition	3
NUR 3030	Pathophysiology	3
NUR 3150	Nursing Research	3
EPI 3100	Principles of Epidemiology	3
SUBTOTAL		15

First Year – Trimester 2

CODE	COURSE TITLE	CREDITS
NUR 2310	Health Assessment and Health Promotion	3
NUR 2320	Pharmacology	3
NUR 3110	Family Dynamics	3
NUR 3580	Evidenced-Based Nursing Practice	3
SUBTOTAL		14

First Year – Trimester 3

CODE	COURSE TITLE	CREDITS
NUR 3120	Care of the Adult in the Acute Care Setting I	6
NUR 3130	Mental Health Nursing	5
HCS 3520	Health Care Informatics	3
SUBTOTAL		14

Second Year – Trimester 4

CODE	COURSE TITLE	CREDITS
NUR 3140	Community Health and Disaster Preparedness	5
NUR 3170	Nursing Care of the Childbearing Family	5
HCS 4510	Global Health Care Issues	3
SUBTOTAL		13

Second Year – Trimester 5

CODE	COURSE TITLE	CREDITS
NUR 4120	Care of the Adult in the Acute Care Setting II	7
NUR 4030	Pediatric Nursing	5
NUR 4040	Leadership and Management	4
SUBTOTAL		16

Second Year – Trimester 6

CODE	COURSE TITLE	CREDITS
NUR 4580	Nursing Specialty Practice	8
NUR 4590	Senior Seminar Capstone	4
SUBTOTAL		12

Essential Performance Standards in Nursing

Students must be able to perform the functions that are necessary for the safe practice of nursing and essential to the licensing requirements for nursing with or without reasonable accommodation, in order to be admitted the PHSU Nursing Program. The following are the essential performance standards in nursing:

ISSUE	STANDARD	EXAMPLE
Critical Thinking	Critical thinking ability sufficient for clinical judgment.	Identify cause/effect relationships in clinical situations, develop a nursing care.
Interpersonal	Interpersonal abilities sufficient for interaction with individuals, families, and groups from various social, emotional, cultural and intellectual backgrounds.	Establish rapport with patients/clients and colleagues.
Communication	Communication abilities sufficient for verbal and written interaction with other.	Explain treatment procedures, initiate health teaching, and document and interpret nursing actions and patient/client responses.
Mobility	Physical abilities sufficient for movement from room to room and in small spaces.	Move around in patient's room, work spaces and treatment areas; administer cardiopulmonary procedures.
Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care.	Calibrate and use equipment; position patients/clients.

ISSUE	STANDARD	EXAMPLE
Hearing	Auditory ability sufficient for monitoring and assessing health needs	Hear monitor alarm, emergency signals, auscultator sounds and cries for help.
Visual	Visual ability sufficient for observation and assessment necessary nursing care.	Observe patient/client responses.
Tactile	Tactile ability sufficient for physical assessment.	Perform palpation, functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter).

Tuition and Fees

For more details of PHSU tuition and fees please refer to: <http://psm.edu>

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

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

Course Descriptions

CHE 1110 Chemistry for Health Sciences (4 credits)

This course is a study of selected topics in general, organic, and biological chemistry oriented toward health sciences. Forty-five (45) hours lecture and 30 laboratory hours. Pre-requisite: None.

ENG 1010 English Composition I (3 credits)

This course focuses on the development of the student's skill in writing expository prose, using various essay modes and effective essay-writing techniques, emphasizing the conventions of standard written English in academic writing. Forty-five (45) lecture hours. Pre-requisite: Satisfactory score on the English Placement Examination.

BIO 1010 Anatomy and Physiology I (4 credits)

This course focuses on the study of the organ systems from the perspective of their structure, process, and regulation. This course specifically deals with the language of anatomy and physiology, medical terminology, cells, tissues, integumentary, skeletal system, muscular system, nervous system, and special senses. Forty-five (45) hours lecture, 30 laboratory hours. Pre-requisite: none.

BIO 2030 Microbiology for Health Sciences (4 credits)

This course addresses the study of microbial life on earth, including microbial cell biology, growth and metabolism, genetics, diversity and evolution, effects on the environment and the interactions between microorganism and high forms of life. Emphasis will be placed on the relationship between microorganism

and humans and current efforts to track and control infectious diseases. Forty-five (45) hours lecture, 30 laboratory hours. Pre-requisite: none.

PSY 1010 Introduction to Psychology (3 credits)

This course introduces the student to the scientific study of behavior, principles of motivation, emotions, perception, learning, memory, thinking, personality, and biological basis of behavior. The course introduces basic concepts of developmental psychology. Forty-five (45) hours lecture. Pre-requisite: none.

BIO 1020 Anatomy and Physiology II (4 credits)

This course focuses on the detailed study of the anatomy and physiology of body systems using an integrated approach. Systems include the circulatory, lymphatic, respiratory, digestive, endocrine, reproductive and urinary systems, and embryo/fetal development and pregnancy. The course will culminate in the understanding of the pathophysiology of multiple systems failure as commonly seen in aging. Forty-five (45) hours lecture, 30 laboratory hours. Pre-requisite: BIO 1010.

PSY 1020 Developmental Psychology (3 credits)

This course provides the student with a comprehensive overview of human development. Topics highlight the major milestones at each developmental stage from conception to death. The course explores the mechanisms of adjustment and adaptation to the problems of everyday life and looks at effective coping strategies that are functional at every stage of the life cycle. Forty-five (45) lecture hours. Pre-requisite: PSY 1010.

ENG 1020 Composition II (3 credits)

This course focuses on the development of the student's reading skills, emphasizing research and critical evaluation of scientific reading. This course also reinforces the student's writing skills by emphasizing expository prose using persuasive argument, cause and effect, problem solving and a fully documented critical research paper. Forty-five (45) lecture hours. Pre-requisite: ENG 1010.

MTH 1050 College Algebra (3 credits)

This course is an introduction to the fundamental concepts of algebra. Concepts covered includes: linear and quadratic equations and inequalities; Cartesian plane and graphing; polynomial and rational functions; exponential and logarithmic functions; systems of equations and inequalities; matrices; Arithmetic and Geometric Sequences and Series. Forty-five (45) lecture hours. Pre-requisite: COMPASS Algebra score >30.

SPC 1030 Public Speaking (3 credits)

This course introduces students to the basic skills necessary to succeed in public speaking situations: preparing and practicing, using verbal and nonverbal communication cues effectively, and giving and receiving constructive criticism. Forty-five (45) lecture hours. Pre-requisite: none.

MTH 1130 Introduction to Statistics (3 credits)

This course is an introduction to concepts and application of data collection, presentation of data, extraction of useful information from data and the analysis and interpretation of such information. The focus of this course is on the commonly used statistical techniques applicable to specific health care problems and research in the medical field within the context of nursing. Forty-five (45) lecture hours. Pre-requisite: none.

EPI 3100 Principles of Epidemiology (3 credits)

This course provides students with an understanding of the core principles of epidemiology of human disease prevention and treatment, with emphasis on emerging infectious and blood borne diseases. Students will develop detailed case studies that demonstrate their application of appropriate scientific principles to community and global health issues. Forty-five (45) hours lecture. Pre-requisite: none.

NUR 2330 Nutrition (3 credits)

This course builds upon the psychology of human behavior, physiology and biochemistry to provide the student with a foundation of knowledge in nutrition science. Students will apply these principles to individuals in designing plans for healthy growth and development across the lifespan and to population issues such as obesity and chronic diseases. Forty-five (45) lecture hours. Pre-requisite: CHE 1110.

NUR 3030 Pathophysiology (3 credits)

This course focuses on the physical and chemical processes within the human body that can lead to disease, injury or death of an individual. Emphasis is on the adolescent through elderly lifespan. The student will focus on the human response to altered levels of function related to diseases, formulation of nursing diagnosis, and therapeutic intervention. Forty-five (45) lecture hours. Pre-requisite BIO 1020.

NUR 3150 Nursing Research (3 credits)

This course will provide students with the principles of research, including the structure, methods, ethics and procedures. Students will explore both theory-testing and theory-generating research and the appropriate methodologies for them. Certification in Protection of human subjects' web-based education from the N.I.H. will be completed by students. Forty-five (45) lecture hours. Pre-requisite: none.

NUR 3580 Evidenced-Based Nursing Practice (3 credits)

This course is an introduction to knowledge-based care, critical thinking and reasoning based on nursing theory. Grounded in the experience of nursing as a caring, practice profession creating the art and science of nursing, students will be introduced to a variety of nursing frameworks, models, theorists and best practices. The concepts of person, health, nursing, environment, caring and transitions will be explored. Students will be guided into examining a nurse theorist and how it compares and contrasts to their personal philosophy of nursing. Forty-five (45) lecture hours. Pre-requisite: MTH 1130.

NUR 2120 Foundations of Professional Nursing Practice (5 credits)

This course is a foundations class which introduces the nursing student to basic principles of nursing science at the baccalaureate level and the professional roles of direct care provider, manager of care,

member of the multidisciplinary health care team, as well as an accountable member of the nursing profession are introduced. Student accountability and commitment as an active participant in the teaching, learning, and evaluation processes are necessary for successful completion of the course and progression to the next level nursing course. Forty-five (45) hours lecture and 90 clinical/skills laboratory experience hours are requirements of the course. Pre-requisite: ENG 1010, ENG 1020, BIO 1010, BIO 1020, BIO 2030, CHE 1110, PSY 1010, PSY 1020, MTH 1050, MTH 1130, SPC 1030.

NUR 2310 Health Assessment and Health Promotion (3 credits)

This course presents the basic principles and concepts involved in the assessment of clients across the lifespan, moving from wellness to illness. Students will apply concepts from anatomy and physiology and the foundations of practice and health promotion issues and planning. Fifteen (15) lecture hours, 45 hours of simulation lab, 45 clinical experience hours. Pre-requisite or co-requisite: NUR 2120.

NUR 2320 Pharmacology (3 credits)

This course provides students with the basic principles of pharmacology and pharmacotherapeutic so that they are prepared to assume the role of the nurse in drug therapy. Specific emphasis will be placed on drug classifications and the most common medications used to treat diseases across the lifespan. Students will learn to utilize internet-based resources for researching pharmaco-therapeutic and herbal/over the counter medications. Forty-five (45) lecture hours. Prerequisite or Co-requisite: NUR 2120.

NUR 3110 Family Dynamics (3 credits)

This course explores the dynamics of family function during times of crisis, stress, or when behavioral health conditions affect one or more family members. Students will explore assessment models for use with diverse family populations and review communication techniques that facilitate relationship building. The course also focuses on the relational and therapeutic aspects of viewing the family as a unit of care. Special family situations such as substance abuse, emotional or physical handicaps, chronic illness, and terminal illness will be discussed. Forty-five (45) lecture hours. Pre-requisite: PSY 1020, Co-requisite: NUR 2120.

NUR 3120 Care of the Adult in the Acute Care Setting I (6 credits)

This course prepares the nursing student for the care of clients in various health care settings across the lifespan. The course is comprised of didactic and clinical components. The didactic portion provides the student with the theoretical foundation of nursing practice, and the clinical component affords the student the opportunity to practice the art and science of nursing in acute settings such as hospitals, settings such as hospitals, clinical care centers, as well as community settings such as long-term care and primary care clinics. Students must demonstrate the ability to think critically utilizing knowledge from the life and social sciences and humanities, as demonstrated in case reports. Forty-five (45) lecture hours and 135 clinical experience hours. Pre-requisite: NUR 2120.

NUR 3130 Mental Health Nursing (5 credits)

This course teaches students to apply and integrate the concepts of therapeutic communication, and therapeutic use of self within the context of the nurse-client relationship. This course focuses on the nursing care of individuals and families with mental health issues throughout the lifespan. Mental wellness is viewed in relation to client education, growth and development. Consideration of cultural, ethical, and spiritual influences in relation to mental health issues is emphasized. Nursing students will focus on integrating the biological, psychosocial, cultural, and spiritual needs of clients with moderate to severe emotional issues. Forty-five (45) lecture hours and 90 lab and clinical experience hours. Pre-requisite: NUR 2120.

HCS 3520 Healthcare Informatics (3 credits)

Students utilize the latest in healthcare technology to further their understanding of the use of electronic databases, computerized medical records, and medical decision support systems. Students will be exposed to the applications of technology systems in the monitoring and treatment of emerging and chronic disease management and palliative care. Forty-five (45) lecture hours. Pre-requisite: none.

HCS 4510 Global Healthcare Issues (3 credits)

Students will demonstrate advanced understanding of theoretical constructs of human behavior, leadership, organizational dynamics and epidemiology as applied in case studies of major global health issues and the informatics used in support various population databases. Topics include preventable and emerging new infectious diseases, HIV/AIDS, chronic diseases in minority populations, and selected orphan diseases. Forty-five (45) lecture hours. Pre-requisite: EPI 3100

NUR 3140 Community Health and Disaster Preparedness (5 credits)

Students will apply the principles of population health and epidemiology in both individual and family case studies, as well as in disaster scenarios. Students will discuss disease prevention in the context of emerging global diseases, as well as within the constraints of personal and national financial resources. Forty-five (45) lecture hours and 90 clinical/simulation experience hours. Pre-requisite: NUR 2120.

NUR 3170 Nursing Care of the Child-bearing Family (5 credits)

This course presents the principles and concepts, as well as the clinical support, to care for clients and their families during childbearing. The health processes of pregnancy, labor and delivery, and post-partum periods, as well as selected high risk or unhealthy processes, are presented. Emphasis is placed upon normal physiology and pathophysiology as the basis for clinical decision-making in the care of obstetric patients in both the ambulatory and acute care settings. Forty-five (45) lecture hour and 90 clinical experience hours. Pre-requisite: NUR 3120.

NUR 4120 Care of the Adult in the Acute Care Setting II (7 credits)

Students will gain experience in working with adults in the acute care setting, as well as the families of acutely ill individuals. Clinical experience will include palliative and end of life care. Students will be expected to plan, implement and evaluate comprehensive plans of care including principles of pharmacology, nutrition, pathophysiology, and psycho-social aspects of care. The student will also

provide client and family education that is individualized to the specific client situation. Thirty (30) clinical conference hours and 225 clinical experience hours. Pre-requisite: NUR 3120.

NUR 4030 Pediatric Nursing (5 credits)

This course presents the principles and concepts as well as the clinical support to care for the well/ ill child and family. Students will use family systems theory in the development of comprehensive plans of care for the newborn through adolescence, with an emphasis on disease and injury prevention nutrition, assessment and treatment of common pathologic conditions and disorders of development. These principles will also be applied to families with special needs. Forty-five (45) lecture hours and 90 clinical experience hours. Pre-requisite: NUR 3120.

NUR 4040 Leadership and Management (4 credits)

This course prepares nursing students for clinical practice as a registered nurse at the Bachelor's degree level. The student will assume the role of nurse manager/clinical leader. The course emphasizes the leadership, management and ethical decision- making process in the delivery of health care in diverse multicultural settings. Whenever possible, nursing students may spend additional hours in their chosen specialty field. Thirty (30) conference hours with faculty mentors and 90 clinical experience hours. Pre-requisite or Co-requisite: NUR 4120.

NUR 4580 Nursing Specialty Practice (8 credits)

Nursing students will have the opportunity to develop their role further within their chosen specialty practice with guidance from faculty mentors. Fifteen (15) lecture/conference hours with faculty mentors, 315 clinical experience hours. This course is a component of a Specialization Certificate in Mental Health for students selecting the practice area of Mental Health for students selecting the practice area of Mental Health. Pre-requisite: NUR 3130, NUR 3140, NUR 3170, NUR 4030 and NUR 4120.

NUR 4590 Senior Seminar Capstone (4 credits)

Nursing students are provided the opportunity to utilize theory, practicum and evidenced-based research as the foundation of an in-depth focused practicum experience at a senior level. The purpose of the capstone experience is to help students gain confidence in time management, critical thinking, diagnostic reasoning, documentation, informatics and psychomotor skills under the direct supervision of clinical preceptors. Fifteen (15) lecture hours and 135 clinical hours. Pre-requisite or Co-requisite: NUR 4580.

Binary Degrees Program

Binary Program in General Sciences and Medicine

Pontifical Catholic University of Puerto Rico and Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-MD six-year program in consortium with the Pontifical Catholic University of Puerto Rico (PCUPR). The BS-MD program offers a seven-year accelerated pathway to medical school for a small number of motivated high school seniors. Students will complete the three years of the required undergraduate curriculum at the Pontifical Catholic University (PCUPR), then enter Ponce Health Science University (PHSU).

Admissions Requirements

The Pontifical Catholic University is responsible for the selection of the candidates for the program among students who show outstanding performance in High School and College Boards as follows:

- a. Have a General Point Average (GPA) of 3.50 or more in their High School Transcript.
- b. Obtain not less than 600 in all each area of the College Board.

Students are admitted to Ponce Health Sciences University if they meet the following criteria:

- a. At or above GPA of 3.2/semester, no D's, F's or W's in their transcript and an MCAT score of 500 or greater.
- b. Qualified applicants must complete a successful interview with PHSU faculty before they are admitted to the medical program.

Applications are processed through AMCAS and admission requirements are the same as for other applicants to the MD program.

Candidates are awarded a BS by the Pontifical Catholic University after the successful completion of the first two years of medical school and are then awarded the MD degree after the successful completion of all medical school requirements by Ponce Health Sciences University.

Binary Program- Bachelor in General Sciences and Master in Science in Medical Sciences

Pontifical Catholic University of Puerto Rico and Ponce Health Sciences University

Students who apply for the binary program BS-MD and are not accepted will be considered for automatic admission to the Masters of Science in Medical Sciences program (MSMS) if they comply with the following:

- a. Have an average index of no less than 2.7 in science courses and a cumulative index of no less than 2.7.

After successful completion of the MSMS program at PHSU the student will be granted a Bachelor of Science by PUCPR.

Binary Program in Biomedical Sciences and Medicine

The Interamerican University of Puerto Rico and the Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-MD program in consortium with the Interamerican University of Puerto Rico (IAU). The BS-MD program offers a seven-year accelerated pathway to medical school for a small number of motivated high school seniors. Candidates are awarded a BS by the IAU after successful completion of the first year of medical school and are then awarded the MD degree after the successful completion of all medical school requirements

The Binary Program in Bachelor Degree in Biomedical Sciences and Medicine is designed to:

1. Develop among students the comprehension of modern concepts of Biomedical Sciences and Medicine.
2. Familiarize students with the basic laboratory skills.
3. Teach students how to solve scientific problems that will capacitate them to solve problems in our society.
4. Fulfill the need for Physicians in Puerto Rico.

This program is targeted for individuals interested in continuing a career in Medicine:

Requisites of the Program

In order to obtain the combined degree, the student must fulfill the following general requisites:

Interamerican University of Puerto Rico

Requirements	Credits
General Education	38
Concentration	61
Total	99

Ponce Health Sciences University

Requirements	Weeks
Four Years of Medicine	166

Interview with the Admission Committee with members of the Ponce Campus of the Interamerican University and the Ponce Health Sciences University.

Students are admitted to Ponce Health Sciences University if they meet the following criteria:

- a. At or above GPA of 3.00/semester, no D's, F's or W's in their transcript and an MCAT score of 500 or greater.
- b. Qualified applicants must complete a successful interview with PHSU faculty before they are admitted to the medical program.

Applications are processed through AMCAS and admission requirements are the same as for other applicants to the MD program.

Candidates are awarded a BS by the Pontifical Catholic University after the successful completion of the first two years of medical school and are then awarded the MD degree after the successful completion of all medical school requirements by Ponce Health Sciences University.

Graduation Requirements

1. Interamerican University of Puerto Rico

In order to complete the requirements to obtain a Bachelor Degree in Sciences in Biomedical Sciences, the student must pass all credits of the program in the Interamerican University and have successfully completed the first year of Medical Studies in the Ponce Health Sciences University. In addition, the student must have a GPA of 3.2 or more both in science courses as in the general program.

2. Ponce Health Sciences University

The student must fulfill the admission requirements as established in the current Catalog of the Ponce Health Sciences University.

Binary Program in Natural Sciences and Medicine

Sacred Heart University-Ponce Health Sciences University

Binary Program - Bachelor in General Sciences in Natural Sciences and Medicine

Sacred Heart University and Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-MD seven-year program in consortium with the Sacred Heart University of Puerto Rico. The BS-MD program offers a seven-year accelerated pathway to medical school for a small number of motivated high school seniors. Students will complete three years of the required undergraduate curriculum at the Sacred Heart University (SHU), and then enter Ponce Health Science University (PHSU) if they comply with the established requirements.

Admissions Requirements

The Sacred Heart University is responsible for the selection of the candidates for the program among students who show outstanding academic performance in High School and College Boards as follows:

- a. Have a General Point Average (GPA) of 3.50 or more in their High School Transcript.
- b. Have taken courses on biology, chemistry, physics, and three years of mathematics.
- c. Obtain a minimum score of 600 in all areas of the College Board except for Mathematics where a minimum of 650 is required.

Students are admitted to Ponce Health Sciences University if they meet the following criteria during the studies in the Sacred Heart University:

- a. A general GPA of 3.5 or above
- b. A minimum GPA of 3.00 each semester, no D's, F's or W's in their transcript
- c. Complete at least 100 credits of the bachelor program of USC that includes:

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

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

- a. MCAT score of 500 or greater.
- b. Qualified applicants must complete an interview with PHSU faculty and be recommended favorably before they are admitted to the medical program.

Applications are processed through AMCAS and admission requirements are the same as for other applicants to the MD program.

Candidates are awarded a BS by the Sacred Heart University after the successful completion of the first year of medical school and are then awarded the MD degree after the successful completion of all medical school requirements by Ponce Health Sciences University.

Binary Program- Bachelor in General Sciences in Natural Sciences and Master in Science iMedical Sciences

Sacred Heart University and Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-Master in Sciences in Medical Sciences (MSMS) four-year program in consortium with the Sacred Heart University of Puerto Rico. The BS-MSMS program offers a four- year accelerated pathway to a Master in Sciences in Medical Sciences for a small number of motivated high school seniors. Students will complete three years of the required undergraduate curriculum at the Sacred Heart University (SHU), and then enter Ponce Health Science University (PHSU) MSMS program if they comply with established requirements.

Admissions Requirements

The Sacred Heart University is responsible for the selection of the candidates for the program among students who show outstanding performance in High School and College Boards as follows:

- a. Have a General Point Average (GPA) of 3.50 or more in their High School Transcript.
- b. Have taken courses on biology, chemistry, physics, and three years of mathematics.
- c. Obtain a minimum score of 600 in all areas of the College Board except for Mathematics where a minimum of 650 is required.

Students are admitted to Ponce Health Sciences University if they meet the following criteria during their studies in the Sacred Heart University:

- a. A general GPA of 2.7 or above
- b. Complete at least 100 credits of the bachelor program of USC that includes:

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

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

- a. MCAT score of 500 or greater.
- b. Qualified applicants must complete an interview with PHSU faculty and be recommended favorably before they are admitted to the medical program.

Candidates are awarded a BS by the Sacred Heart University after the successful completion of the one-year MSMS program at Ponce Health Sciences University.

Binary Program in Arts and Medicine

New Jersey Institute of Technology-Ponce Health Sciences University

Binary Program - Bachelor in Art and Medicine

New Jersey Institute of Technology and Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-MD seven-year program in consortium with the New Jersey Institute of Technology, a public research university, located at Newark, New Jersey. The BA-MD program offers a seven-year accelerated pathway to medical school for a small number of motivated high school seniors. Students will complete three years of the required undergraduate curriculum at the New Jersey Institute of Technology (NJIT), and then enter Ponce Health Science University (PHSU) if they comply with the established requirements.

Admissions Requirements

The New Jersey Institute of Technology is responsible for the selection of the candidates for the program among students who show outstanding academic performance in High School and College Boards as follows:

- a. Have a General Point Average (GPA) of 3.50 or more in their High School Transcript.

- b. Have taken one- year courses on biology, chemistry, physics, and three years of mathematics.
- c. Obtain an SAT total score of 1,400 or more with a minimum of 700 in each area.

Students are admitted to Ponce Health Sciences University if they meet the following criteria during the studies in the NJIT:

- a. A general GPA of 3.5 or above
- b. A minimum GPA of 3.00 each semester, no D's, F's or W's in their transcript
- c. Complete at least 100 credits of the bachelor program of NJIT that includes:

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

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

- a. MCAT score of 501 or greater.
- b. Qualified applicants must complete an interview with PHSU faculty and be recommended favorably before they are admitted to the medical program.

Applications are processed through AMCAS and admission requirements are the same as for other applicants to the MD program.

Candidates are awarded a BA by the New Jersey Institute of Technology after the successful completion of the first year of medical school and are then awarded the MD degree after the successful completion of all medical school requirements by Ponce Health Sciences University.

The MD program will admit up to ten (10) NJIT students each academic year. In the event that there is space available, and NJIT students compete favorably with the applicant pool, PHSU may admit additional NJIT students. There will be no limit for the MSMS program. The cap may be revisited at the beginning of each academic year and adjusted based on spaces available and demand for the Program.

Binary Program- Bachelor in Art and Master of Science in Medical Sciences

New Jersey Institute of Technology and Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-Master of Science in Medical Sciences (MSMS) four-year program in consortium with the New Jersey Institute of Technology. The BA-MSMS program offers a four- year accelerated pathway to a Master in Sciences in Medical Sciences for a small number of motivated high school seniors. Students will complete three years of the required

undergraduate curriculum at the New Jersey Institute of Technology (NJIT), and then enter Ponce Health Science University (PHSU) MSMS program if they comply with established requirements.

Admissions Requirements

The New Jersey Institute of Technology is responsible for the selection of the candidates for the program among students who show outstanding performance in High School and College Boards as follows:

- a. Have a General Point Average (GPA) of 3.50 or more in their High School Transcript.
- b. Have taken one- year courses on biology, chemistry, physics, and three years of mathematics.
- c. Obtain an SAT total score of 1,400 or more with a minimum of 700 in each area.

Students are admitted to Ponce Health Sciences University Master of Science in Medical Sciences Program if they meet the following criteria during their studies in the New Jersey Institute of Technology:

- a. A general GPA of 2.7 or above
- b. Complete at least 100 credits of the bachelor program of NJIT that includes:

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

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

- a. MCAT score of 490 or greater.
- b. Qualified applicants must complete an interview with PHSU faculty and be recommended favorably before they are admitted to the medical program.

Candidates are awarded a BA by the New Jersey Institute of Technology after the successful completion of the one- year MSMS program at Ponce Health Sciences University.

Binary Program in General Sciences and Public Health

(Pontifical Catholic University of Puerto Rico and Ponce Health Sciences University)

Program Description

This is an inter-institutional dual degree program that offers the student the opportunity of completing a BS in General Science Program from the Pontifical Catholic University of Puerto Rico (PCUPR) and the Master in Public Health (MPH) from Ponce Health Sciences University (PHSU) in five (5) years.

Admissions Requirements

PCUPR is responsible for the selection of qualified candidates who are entering the freshmen year, or college students who have completed no more than 64 credits.

Admission Requirements for Entering Freshmen

1. Graduate from an accredited high school with a minimum GPA of 3.20; they must have completed one (1) year of courses in Biology, Chemistry and Physics and three (3) years of Mathematics.
2. Have a minimum score of 2,800 in the College Entrance Examination Board (CEEB) test and no less than 500 in any area of the test.
3. Have successfully completed prior to acceptance, six (6) credits both in English (English 114-115) and Spanish (Span. 131-132), or be qualified for advanced placement in these subject areas on the basis of outstanding achievement in one of the followings: College Entrance Examination Board (CEEB) and CEEB Advanced Placement Test.
4. Favorable recommendation upon interview by a committee composed of members from PCUPR and PHSU

Admission Requirements for College Students

1. Have successfully completed no more than sixty-four (64) credits including:
 - a. General Chemistry I – II (8 credits)
 - b. General Biology I – II (6 credits)
 - c. Pre-Calculus I – II (6 credits)
 - d. General Psychology I (3 credits)
 - e. Social Science and Political Science (6 credits)
 - f. English 114-114 (6 credits)
 - g. Spanish 114-114 (6 credits)
 - h. Spanish 131-132 (6 credits)
2. Maintained satisfactory standards of academic achievement, including:
 - a. Minimum GPA of 3.00
 - b. Minimum cumulative average of 3.00 in all sciences courses
 - c. No grades lower than C
3. Favorable recommendation upon interview by a committee composed of members from PCUPR and PHSU Public Health Program.

Requirements for transfer to PHSU

Admission to the Bachelor in Science and Master of Public Health Dual Degree Program guarantees admission into PHSU Public Health Program after completion of all the requirements of PCUPR component provided the student:

1. Completes the curricular sequence at PUCPR within the established time frame (maximum 3 years) and maintains satisfactory standards of academic achievement including:
 - Minimum GPA of 3.00 in science
 - Minimum cumulative average of 3.2 in all science courses
 - No grades lower than C
2. Must complete ninety (90) credits at PUCPR.
3. Must take the admission test (GRE or EXADEP or MCAT)
4. Demonstrates professional behavior in accordance to institutional academic policies and values.
5. Submit required documentation in accordance to PHSU admission policies and procedures.
6. Qualified applicants must complete a successful interview with PHSU Public Health Program faculty before they are admitted to the MPH program.

Once students are admitted to the Master Program in Public Health, they must follow the same curricular sequence as regular public health students and they must maintain a minimum GPA of 3.00 during graduate studies.

Facilities and Services

Library

Fundación Angel Ramos Library it was designed to provide convenient access for our patrons. It offers update information and assist with high quality services to all students, faculty, physicians, researches, health professionals and staff of the PHSU and affiliated Hospitals. It offers spacious (10,128 square feet) comfortable facilities and a suitable environment that includes excellent lighting, equipment and arrangement of books, journals and audiovisual materials. The vast majority of our resources are in electronic format and the others that are still available in hard copy are located in open stacks (shelving space-saver).

It is an attractive place for study, research and teaching. The Library is responsible for procuring, organizing, cataloging, managing and providing access to the educational resources. It offers a range of electronic resources, print and digital collections of journals and references books and databases, with remote access, that meet our patrons needs. An excellent collection of open access (OA) journals titles is also available through the Public Access Catalog (PAC). The influence of OA and free searching via PubMed LinkOut has a major impact on the way medical and health sciences libraries operate. LinkOut is the project to create links from PubMed database to external links to access the full text articles. Patrons

and libraries access a greater number of journals by borrowing from other libraries. The PSM Library belongs to the Southeastern Region of the National Network of Libraries of Medicine (NNLM). A Free-Share, Reciprocal Interlibrary Loan (ILL) agreements, exists with other Medical Libraries in USA and PR. More details visit our website <http://psm.edu>

Learning Resources Center

Our computer facilities located on the 1st and 2nd floor offer access to electronic databases, the internet, link services and office productivity applications as Word, Excel, Power Point, etc. Specialized software as: SPSS, EndNote, etc., are also available. These facilities are available for PHSU authorized users. There are no computers available for running personal applications, CD-ROMS, etc. Our users may only utilize applications that are installed in the library network. Laser printers are also available.

Classroom Building

The Classroom Building is a two-story facility with one 3,152sqft room and one 1,576sqft room (Room 101 located on the first floor). Also, there are four smaller rooms. Located on the first floor: there is a Multipurpose Teaching Laboratory, the IT facilities and the audiovisual facilities.

Anatomy Building

The Gross Anatomy Building is composed of the Gross Anatomy Laboratory, a Morgue and freezer and the Department office.

Research Building

The Research Building is a two stories facility where all research protocols are processed. Also, most of the Basic Sciences Departments offices are located in this building.

Psychology Building

This building is leased from “Compañía de Fomento Industrial”. This area is the headquarters of the Psychology Programs. Also, a Mental Health Clinic is in operation during the day and evening.

Student Lounge

A recreational area and a recording studio are also located within this 10,000sq.ft.

Standardized Patients Program

The Standardized Patients (SPs) Program is located in the North Academic Building.

Cafeteria

It is a one- story building (800 sq. ft.) located next to the Student Lounge.

Use of University Equipment

University equipment and supplies are provided for the use of employees in the performance of their official duties for the University as designated from time to time. Use for purposes other than those authorized requires prior authorization.

Computer Use and File Sharing

For more details visit our website: <http://www.psm.edu>

Educational Technology

PHSU uses Moodle as its main Learning Management System (LMS) platform for course materials, including syllabi, handouts and presentations. In addition to Moodle, PHSU has acquired other educational technology tools for the enhancement and improvement of course related activities: ExamSoft, iClickers and Docebo.

ExamSoft is an assessment management platform that supports the entire testing system, including exam creation, administration, delivery, scoring and analysis. All PHSU students take their exams in iPads provided by the university. The iClicker (in all of its versions-remote or Reef App) is an interactive Audience Response System (ARS) tool that allows faculty to use questions and poll students in class. Results can be viewed immediately, and faculty can provide feedback to students for improvement. Answers can be collected from any device (computer, tablet or cell phone) and questions can be reviewed by students, after session, as a study guide. Docebo is another LMS available to students and faculty for the upload and viewing of course (lecture) videos, as part of the flipped classroom modality.

PHSU has an Educational Technology Division (ETD), under the Vice President for Academic Affairs that provides support to students, faculty members and academic staff on the use of this educational technology. The ETD also assists students and faculty in the development and use of technology to support educational activities and serves as a liaison between academia and the Informational Technology (IT) unit. Faculty development workshops are established to educate faculty on the use of all this technology.

Audiovisual

PHSU has a complete audiovisual service that ensures that the proper audiovisual facilities are available for the academic experiences of the students. The audiovisual division also assists faculty members, students and student's organizations with any audiovisual resource needed such as photographs, illustrations, etc. Slides projectors, overhead projectors, videotapes and DVD's players, video projectors, electronic boards and teleconferencing are available for the use by faculty members and the student body. Training about the use of the audiovisual equipment is also provided.

Faculty

Acevedo, Javier, MD (Ross University School of Medicine, Dominica) Assistant Professor, Medicine

Acosta, Ada, MD, (Ponce School of Medicine, PR) Assistant Professor, Medicine

Acosta, Luis, MD (Ponce School of Medicine, PR) Instructor, Ob-Gyn

Aguirre, Georgina, MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Family and
Community Medicine, Associate Dean for Medical Education

Alcazar, José, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Family and
Community Medicine

Alvarado, Eunice, PsyD (Ponce Health Science University, PR) Assistant Professor, Clinical Psychology

Alvarado, Gilberto, MD, (University of Puerto Rico School of Medicine, PR) Instructor, Surgery

Alvarado, Lizbeth, MD, Assistant Professor, Medicine

Alvarado, Luisa I., MD (University of Puerto Rico School of Medicine, PR), Professor, Pediatrics

Álvarez, Antonio, MD (University of Puerto Rico School of Medicine, PR) Instructor, Ob-Gyn

Amador, Pedro, MD (Ponce School of Medicine, PR) Assistant Professor, Medicine

Antommattei, Osvaldo, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor,
Medicine

Appleyard Caroline, PhD (University of Southampton, UK), Professor, Physiology, Basic Sciences and
Graduate Studies

Aranda, María, MD (University of Zaragoza, Spain) Assistant Professor, Pediatrics

Arias, Waleska, MD, (Ponce School of Medicine, PR) Instructor, Pediatrics

Armaiz, Guillermo, PhD (Texas University) Assistant Professor, Physiology, Basic Sciences

Armstrong, Raúl, MD (Tulane University of Louisiana, LA), Associate Dean for Faculty and Clinical Affairs,
Professor, Surgery

Arroyo Rodríguez, Axel, MD (Central del Caribe University School of Medicine, PR), Assistant

Arroyo, Lillian M., MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Psychiatry and Human Behavior

Arroyo, Pedro, MD (Central del Caribe University School of Medicine, PR) Assistant Professor, Emergency Medicine

Arzola, Jorge, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Pediatrics

Asencio, Gloria, PhD (University of PR, Rio Piedras) Assistant Professor, Clinical Psychology

Avilés, Richard, PhD (Caribbean Center Postgraduate Studies, PR) Assistant Professor, Clinical Psychology

Awasm, Michael, MD (University of Padova, Italy), Assistant Professor, Pathology, Basic Sciences

Axtmayer, Robert W., MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Family and Community Medicine

Báez Torres, Axel, MD (University of Puerto Rico School of Medicine, PR), Associate Professor,

Báez, Luis, MD (University of PR School of Medicine, PR) Instructor, Surgery

Báez, Richard, MD, (Ponce School of Medicine, PR) Assistant Professor, Surgery

Báez, Sonia, MD (Ponce School of Medicine, PR) Assistant Professor, Family and Community Medicine

Barnés, Ricardo, MD (Autonomous University of Guadalajara, Mexico) Assistant Professor, Ob-Gyn

Barranco, Elizabeth, MD (Central del Caribe University School of Medicine, PR) Director of the Ambulatory Medical Research Center, Assistant Professor, Medicine

Barros-Monteiro, Janice, SCP, MSc, PhD (University of Montpellier-Institute de Genetique Humaine) Assistant Professor, Biochemistry, Basic Sciences

Batista, Miguel, ME (Polytechnic University of PR) Instructor, Public Health

Beauchamp, Ana, MD, (Ponce School of Medicine, PR) Assistant Professor, Medicine

Bedard, Valerie, MD, (Autonomous University of Guadalajara School of Medicine, Mexico) Assistant Professor, Medicine

Benítez, Pedro, MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Medicine

Bermúdez andrés, MD (Catholic University Madre y Maestra Santiago, Dominican Republic) Assistant Professor, Medicine

Bermúdez Moreno, Edgardo, MD, (Autonomous University of Guadalajara School of Medicine, Mexico) Assistant Professor, Medicine

Bermúdez, David, MD, (University of Puerto Rico, PR) Assistant Professor, Medicine

Bermúdez, Gamalier, MD (Universidad Valencia, Spain) Assistant Professor, Medicine

Bernal, Delfin, MD, (Central del Caribe University School of Medicine, PR) Assistant Professor, Medicine

Bernaschina, Claudio P., MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Surgery

Bird, Héctor, MD, (Yale School of Medicine Cincinnati) Professor, Psychiatry

Blanco, Malynie D., MD (Ponce School of Medicine, PR) Associate Professor, Family and Community Medicine

Blasini, Yvonne, MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Pediatrics Director

Bolaños, Guillermo, MD (University of El Salvador, Salvador) Associate Professor, Surgery

Bonilla, Melvin, MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Pediatrics

Boodoosingh, Dev, MD (Autonomous University of Guadalajara School of Medicine, Mexico) Assistant Professor, Medicine

Bosque, Adalberto, PhD, MBA, (University of Turabo, Caguas, Puerto Rico) Professor, Environmental Health

Bracero, Nabal J., MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Ob-Gyn

Bredy, Rafael E., MD, Assistant Professor, (Luis Razetty School of Medicine) Medicine and Public Health

Burgos, Roberto, MD, (University of Puerto Rico School of Medicine, PR) Instructor, Ob-Gyn

Cabrera, Isabel, MD (National University of Cordova, Spain) Assistant Professor, Pediatrics

Camacho, Carlos A., MD, Instructor, Pediatrics

Camacho, Marisol, PsyD, Instructor, Psychiatry

Campos, Maribel, MD, (University of Puerto Rico School of Medicine, PR) Assistant Professor, Pediatrics

Cancel, Jeanette, MD, (Ponce School of Medicine & Health Sciences, PR) Assistant Professor, Medicine

Cangiano, José E., PhD (Caribbean Center for Advanced Studies, PR) Professor, Psychiatry and Human Behavior and Clinical Psychology

Cappas, Nydia M., PsyD (Ponce School of Medicine, PR) Associate Professor, Clinical Psychology

Capre, Sheila, MD, (Ponce School of Medicine & Health Sciences, PR) Instructor, Pediatrics

Carcache, Elizabeth, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Family & Community Medicine

Cardalda, Eida, PhD (Postgraduate Center for Mental Health, New York) Professor, Clinical Psychology

Cardona, Armando, MD, (New York University Medical School, NY) Assistant Professor, Medicine

Cardona, Dodanid, MD (Pennsylvania University) Assistant Professor, Psychiatry

Carlo, Simón E., MD (Catholic University Madre y Maestra Santiago, Dominican Republic) Assistant Professor, Biochemistry, Basic Sciences

Carrasquillo Oswald, MD, Instructor, Basic Sciences

Carrero, Milton, MD (University of Zaragoza, Spain) Associate Professor, Medicine

Cartagena, Roberto, MD, (Ponce School of Medicine, PR) Assistant Professor, Medicine

Casanova, Cynthia, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Psychiatry and Human Behavior

Casbas, Patricia, PhD (The University of North Carolina at Chapel Hill, NC) Assistant Professor, Public Health

Casiano, Wanda, MD, (University of PR School of Medicine, PR) Instructor, Medicine

Castaing, Pedro, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Psychiatry and Human Behavior Chair

Castillo Ortiz, Javier A., MD, Instructor, Surgery

Castro, Eida, PsyD, (Ponce School of Medicine, PR) Assistant Professor, Clinical Psychology, Psychiatry

Centeno, Frances, PhD (University of PR, Rio Piedras) Assistant Professor, Clinical Psychology

Chévere, Sergio, MD, (Ponce School of Medicine, PR) Assistant Professor, Family and Community Medicine

Chompre, Galdys, BSS, Visitant Assistant Professor, Basic Sciences

Cintrón, Beatriz, PsyD, Assistant Professor, Clinical Psychology

Cintrón, José, MD (University of Puerto Rico School of Medicine, PR) Professor, Ob-Gyn

Collazo, Armando J., MD, (Central University of Este School of Medicine, PR) Instructor, Ob-Gyn

Collazo, Carmen, MD, (University of PR School of Medicine, PR) Associate Professor, Pediatrics

Collazo, Víctor, MD, University of Puerto Rico School of Medicine, PR), Assistant Professor, Anatomy

Colón, Adrian, MD, Assistant Professor, Ob-Gyn

Colón, Carlos, MD (Central del Caribe University School of Medicine, PR) Associate Professor, Surgery

Colón, Jeannette, MD, (Ponce School of Medicine, PR) Instructor, Ob-Gyn

Colón, José, MD (Ponce School of Medicine, PR) Assistant Professor, Emergency Medicine

Colón, Juan, MD, (Ponce School of Medicine, PR) Instructor, Medicine

Colón, Lisandra, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Emergency Medicine

Concepción, Maryrose, MD (Universidad Auto de Guadalajara, México) Instructor Ob-Gyn

Corbala, Alma R., MD, (Universidad Autónoma de Guadalajara, México) Assistant Professor, Medicine

Correa, José N., MD (University of Michigan, Ann Arbor) Professor, Medicine

Couto, José, MD (University of Zaragoza, Spain) Assistant Professor, Medicine

Cruz Cestero, José R, MD (University of Puerto Rico) Assistant Professor, Surgery

Cruz, Jesús, MD (Central East University School of San Pedro de Macorís Medicine, Dominican Republic)

Associate Professor, Ob-Gyn

Cruz, Ramón L, MD, Instructor, Emergency Medicine

Cruz, Rosa I., MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Ob-Gyn

De Jesús, Reynaldo, MD, (University of PR School of Medicine, PR) Instructor, Surgery

Del Prado, Ramón, MD, (University of PR School of Medicine, PR) Associate professor, Surgery

Del Rio, Iraida, MD, (Ponce School of Medicine, PR) Assistant Professor, Family and Community Medicine

Delgado, Juan, MD, Instructor, Basic Sciences

Delgado, Rosa, MD (Del Valle University of Cali, Colombia) Associate Professor, Pediatrics

Deliz, Laura, PsyD (Ponce School of Medicine) Assistant Professor, Clinical Psychology

Díaz, Zuleika, MD, (University of PR School of Medicine, PR) Assistant Professor, Surgery

Domenech, Edgar E., (Ponce School of Medicine, PR) Assistant Professor, Surgery

Domingo, Marques, Assistant Professor, Clinical Psychology

Dowden, Kevin, MD (Vanderbilt University, TN) Assistant Professor, Pathology

Dutil, Julie, PhD (University of Montreal, Canada), Associate professor, Biochemistry, Basic Sciences

Echevarria, Miguel, MD, (Sunny Downstate Medical Center, NY) Assistant Professor, Anatomy, Medicine

Escobar, Pedro, MD, (University of PR School of Medicine, PR) Assistant Professor, Ob-Gyn

Espinet, Rafael, MD, Assistant Professor, Medicine

Fahed, George, MD, (Harvard Medical School, MA) Assistant Professor, Medicine

Farinacci, Pedro, MD, (Ponce School of Medicine, PR) Assistant Professor, Medicine

Febo, Marta, MD (Central University of the Caribbean School of Medicine, PR) Professor, Family and
Community Medicine Chair and Clinical Psychology

Feliciano, Walter, MD, (Universidad Autónoma de Guadalajara, Mexico), Assistant Professor, Medicine

Ferder, Luisa, MD, (Universidad Nacional de Buenos Aires, Argentina), Professor, Psychiatry

Fernández, Agustín, MD (Autonomous University of Guadalajara, Mexico), Assistant Professor, Medicine

Fernández, Juan B., PhD (University of Puerto Rico Mayagüez Campus, PR), Associate Professor, Anatomy
Chair, Graduate Studies and Clinical Psychology

Fernández, Rafael, MD (University of Puerto Rico School of Medicine, PR), Assistant Professor, Surgery

Figueroa, Gladysmaría, MD (Universidad Autónoma de Guadalajara, Mexico), Instructor, Ob-Gyn

Figueroa, Mirelys, MD, (Universidad Autónoma de Guadalajara, Mexico) Instructor, Pediatrics

Finch, Ana D., MD (San Juan Bautista School of Medicine, PR) Assistant Professor, Pediatrics

Flores, Efrain, MD, (Central East University School of Medicine, PR) Associate Professor, Medicine

Flores, Idhaliz, PhD (Rutgers University Robert Wood Johnson Medical School, NJ) Professor, Microbiology,
Graduate Studies and Public Health, Ob-Gyn, Basic Sciences

Fontanez, Darah, PhD (Ponce School of Medicine & Health Sciences, PR) Assistant Professor, Anatomy,
Basic Sciences

Franco, Luis A., MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Psychiatry and
Human Behavior

Franqui, Wilson, MD (University of Puerto Rico School of Medicine, PR) Professor, Pediatrics

Fumero, José, MD, (Central University of the Caribbean School of Medicine, PR) Assistant Professor,
Medicine

Galarza, Rubén, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Pediatrics

Gándara, Jose G., MD, (Ponce School of Medicine, PR) Instructor, Medicine

Gaona, Carlos, MD, (University of Texas School Medical School, San Antonio, TX) Instructor, Medicine

García Gubern, Carlos, MD (Ponce School of Medicine, PR) Associate Professor, Emergency Medicine Chair

García Nieves, Rafael, MD, (Ross University School of Medicine, NJ), Assistant Professor, Medicine
(Nephrology)

García, Carlos, MD (Central University of Madrid, Spain) Associate Professor, Surgery

García Rivera, Fernando, MD (University of Salamanca, Spain) Assistant Professor Surgery

García, José, MD, (Universidad de Valencia Faculty of Medicine School, Spain) Instructor, Ob-Gyn

García, José, MD, (University of PR School of Medicine, PR) Assistant Professor, Internal Medicine

García, Lilliam, MD, (University of PR Medical School, PR) Instructor, Pediatrics

García, Raúl, MD (University of Puerto Rico School of Medicine, PR) Professor, Surgery

Garrido, María, Associate Professor, Clinical Psychology

Ghigliotti, Luis, MD (Ponce School of Medicine, PR) Instructor, Medicine

Godreau, Luis, MD, (Ponce School of Medicine, PR) Instructor, Ob-Gyn

Gómez, César, MD, (Universidad Tecnológica de Pereira Medicine, Colombia) Assistant Professor,
Medicine

Gómez, Jose, MD, (Ponce School of Medicine, PR) Instructor, Medicine

González Cruz, Juan, MD, (Ross University School of Medicine, NJ), Instructor, Surgery

González, Maryliz, MD, (Ponce School of Medicine, PR) Instructor, Pediatrics

González, Renier D., MD (Catholic University Madre y Maestra Santiago de los Caballeros, Dominic
Republic) Instructor, Family and Community Medicine

González, Yolanda, MD (Ponce School of Medicine, PR) Assistant Professor, Ob-Gyn

Green, Vivian S., PhD (Las Palmas de Gran Canaria University, Spain) Associate Professor, Associate Dean
of Public Health

Guerra, Jhon, MD, (Industrial University of Santander, Colombia) Assistant Professor, Pediatrics

Gutiérrez Dorrington, Jorge, MD, (Tufts University School of Medicine) Assistant Professor, Surgery

Gutiérrez, Sylvia, MD (Ponce School of Medicine, PR) Instructor, Anatomy

Guzmán, Jorge, MD (University of Puerto Rico School of Medicine, PR) Instructor, Emergency Medicine

Hernández Justiniano, Javier, PsyD (Centinela Freeman Medical Center, CA) Assistant Professor, Clinical
Psychology

Hernández, Aaron, MD, Assistant Professor, Family and Community Medicine

Hernández, Félix, MD (University of Zaragoza, Spain) Assistant Professor, Ob-Gyn

Hernández, Inés, MD, (University of PR Medical Sciences Campus, PR) Assistant Professor, Medicine

Hernández, Javier, (Ponce School of Medicine) Assistant Professor, Clinical Psychology

Hernández, Wilfredo, PhD (Pennsylvania State University, PA) Associate Professor, Biochemistry,
Graduate Studies, Basic Sciences

Hill, Martin, PhD (George Washington University) Professor, Pharmacology and

Horrutiner, Ivan, Instructor, Basic Sciences

Iriarte, Rafael I., MD (University of Puerto Rico School of Medicine, PR) Professor, Family and Community
Medicine, Pediatrics

Irizarry, Elmer, MD (Central East University School of Medicine San Pedro de Macoris, Dominican Republic)
Instructor, Ob-Gyn

Irizarry, Jessica, PhD (Walden University, MN) Assistant Professor, Public Health

Irizarry, Lydia, MD (Catholic University Madre y Maestra, Dominican Republic) Assistant Professor,
Pediatrics

Isaza, Clara, PhD (The Ohio State University, Columbus OH) Post Doc, Public Health

Isidro, Angel A., MD (Central East University School of Medicine San Pedro de Macorís, Dominican
Republic) Associate Professor, Pathology, Physiology, Basic Sciences

Iturrino, Doris, MD, (University of PR School of Medicine, PR) Assistant Professor, Medicine

Jaume, Francisco, MD (University of Salamanca, Spain) Assistant Dean for Clinical Affairs, Associate
Professor, Medicine

Jiménez, Julio, MD (Central University of Caracas, Venezuela) Associate Professor, Clinical Psychology,
Psychiatry and Human Behavior

Jiménez, Sofía, PhD (University of Puerto Rico School of Medicine, PR) Professor, Anatomy

Jové, Gloria, MD (Ponce School of Medicine, PR) Assistant Professor, Microbiology, Basic Sciences

Julia, Jimmy, MD, (Ponce School of Medicine, PR) Associate Professor, Ob-Gyn

Jusino, Oxalis, PsyD (Ponce School of Medicine, PR) Instructor, Clinical Psychology

Kramer, Karla, PsyD (Ponce School of Medicine, PR) Teaching/Supervision, Clinical Psychology

Laboy, Joaquín A., MD (University of Puerto Rico School of Medicine, PR) Professor, Ob-Gyn Chair

Lasalle López, Miguel A., MD, (University of PR Medical Campus, PR) Assistant Professor, Surgery

Lebron Rodríguez, Angel, MD, (Pontifical Catholic University of PR) Assistant Professor, Medicine

León, Roberto, MD (Central University of Caribe School of Medicine, PR) Associate Professor,
Fundamental Pathophysiology for Clinical Medicine Director and Medicine

Long, Michael, PhD (Western University of Health Sciences, CA), Assistant Professor, Pathology, Basic
Sciences

López, Carlos, MD (Autonomous University of Guadalajara, Mexico) Instructor, Family and Community
Medicine

López, Eric R., MD, (University of Saint Eustatius School of Medicine, Netherland Antilles) Instructor,
Emergency Medicine

López, Nydia, MD, (Universidad Iberoamericana, School of Medicine, RD) Instructor, Pediatrics

López, Yaritza, PsyD (University of PR, Rio Piedras) Assistant Professor, Clinical Psychology

Lugo, Eduardo, PhD (John Hopkins School of Public Health) Assistant Professor, Clinical Psychology

Lugo, Fabio, MD (San Juan Bautista School of Medicine, PR) Assistant Professor, Psychiatry and Human
Behavior

Lugo, Gabriel, MD (Universidad Central del Caribe School of Medicine, Bayamón, PR),
Assistant Professor, Psychiatry

Lugo, Luis, MD, (Universidad Nacional Pedro Henriquez Ureña, Dominican Republic), Assistant Professor,
Medicine

Lugo, William John, MD (San Juan Bautista School of Medicine, PR) Assistant Professor, Psychiatry

Luker Needham, Lance, MD, Instructor, Basic Sciences

Magraner, Miguel A., MD (Ponce School of Medicine, PR) Associate Professor, Medicine Chair

Marques, Domingo, PsyD (Ponce School of Medicine, PR) Assistant Professor, Clinical Psychology

Marrero, Héctor, MD (University of Puerto Rico School of Medicine, PR) Instructor, Ob-Gyn

Marrero, Luis, MD, (Ponce School of Medicine, PR) Instructor, Surgery

Marrero, Miguel, MPH (Benedictine University) Instructor, Public Health

Martinez, Edilberto, MD, (University of PR Medical Campus, PR) Associate Professor, Ob-Gyn

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