
CATALOG 2020-2023



Declaración de Servicios Educativos para Estudiantes con Beneficio de Estudio de VA.

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

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

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

OTHER RELEVANT 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 based on race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, political affiliation, disability, or status of the veteran. Further, the University will continue to take affirmative steps to support and advance its values consistent with the PHSU mission. This policy applies to admission, students, employment, and access to and treatment in PHSU programs and activities. This is a commitment made by the PHSU and is in accordance with federal, state and/or local laws and regulations.

Revised: 2023

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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's 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.

Ponce Health Sciences University Main Campus

Phone: 787-840-2575

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

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

Ponce Health Sciences University San Juan Campus

Phone: 787-787-728-2134

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

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

Accreditation

Licensure and Accreditation

Puerto Rico State License:

Ponce Health Sciences University (PHSU) is licensed by the 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:

Junta de Instituciones Postsecundarias

Calle San José, Esq. San Francisco

Viejo San Juan

PO Box 9023271

San Juan, PR 00902-3271

Phone: (787) 722-2121

Fax: (787) 641-2573

Web: [Home \(pr.gov\)](http://Home.pr.gov)

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 2026-27.

Contact Information:

Middle States Commission on Higher Education

3624 Market Street, 2nd Floor West

Philadelphia, PA 19104-2680

Phone: (267) 284-5000

Fax: (215) 662-5501

Web: www.msche.org

Programmatic Accreditations:

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

Contact Information:

Liaison Committee on Medical Education

American Medical Association

330 North Wabash Avenue Suite 39300

Chicago, IL 60611—5885

Phone: (312) 464-4933

Liaison Committee on Medical Education

Association of American Medical Colleges

655 K Street, NW Suite 100

Washington, DC 20001-2399

Phone: 202- 828-0596

Web: www.lcme.org

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

Contact Information:

Council on Education for Public Health

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

The PhD Clinical Psychology Program is accredited by the American Psychological Association (APA). The next accreditation visit is scheduled for 2028. 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 2023.

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

Academic Year & Terms

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

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

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 Clínica (Rincón & Aguada)
- Damas Hospital, Ponce
- HIMA Hospital, Bayamón
- HIMA Hospital, Caguas
- Hospital Buen Samaritano, Aguadilla
- Hospital El Maestro, San Juan
- Hospital Episcopal San Lucas- Guayama

- Hospital Episcopal San Lucas, Ponce
- Hospital General Castañer, Lares
- Hospital General Menonita de Aibonito
- La Concepción Hospital, San German
- Manatí Medical Center, Manatí
- Mayagüez Medical Center, Mayagüez
- Med Centro Ambulatory Center - (Ponce, Peñuelas, Villalba, Juana Díaz)
- Metro Pavía - Hospital Metropolitano Dr. Pila, Ponce
- Metro - Pavía Hospital, Yauco
- Migrant Health System Clinics - Mayagüez, Guánica, San Sebastián, Lajas, Yauco, Maricao, Morovis, Isabela
- PHSU Wellness Center, Ponce
- PR Children's Hospital, Bayamón
- San Cristóbal Ambulatory Clinics, Ponce
- San Cristóbal Hospital, Ponce
- San Jorge Children's Hospital, Santurce
- San Juan Capestrano Hospital, San Juan
- Urban Health System, Bronx, NY*
- VA Caribbean - Mayagüez Outpatient Clinic, Mayagüez
- VA Caribbean - Ponce Outpatient Clinic, Mayagüez
- VA Caribbean Healthcare System
- Wyckoff Medical Center, Brooklyn, NY

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

- APS Healthcare - MultiMed Services - Ponce
- Cristiano de Ayuda a la Familia Center - Ponce
- Integral Multidisciplinario Center - Aibonito (CIMA)
- Administración de Instituciones Juveniles
- Administración de Salud Mental y Contra la Adicción (ASSMCA)
- Albergue Olímpico
- Behavioral Health Center (CAPSI, PROPA and MECA) - PHSU
- Centro Integral Multidisciplinario de Aibonito (CIMA)
- Clínica de Servicios Psicológicos (CSP)
- Corporación para el Desarrollo del Centro Ponceño de Autismo
- Damas Hospital
- Hogar Albergue de Niños de San Germán, Inc. Portal de Amor

- Hospital Episcopal San Lucas – Ponce
- La Guadalupe Hospice - Ponce
- Love Lines de PR, Inc.
- Madre Dominga, Casa de Belén Center
- Metropolitano Tito Mattei Hospital
- PHSU Wellness Center
- Ponce Head Start
- Psiquiátrico Estatal, ASSMCA Hospital
- Psiquiátrico Forense, ASSMCA Hospital
- Servicios Comunitarios Vida Plena Center
- Servicios Psicológicos Raigambre Center
- Sister Isolina Ferre Center – Ponce
- Social Attitude Institute
- Unidad Psiquiátrica y de Hospitalización de Adolescentes, ASSMCA

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

- Administración de Instituciones Juveniles
- Agencia de Protección Ambiental
- Ana G. Mendez
- ARMY Medical Center
- Ashford Presbyterian Community Hospital - El Presby
- ASSMCA
- Catholic Medical Mission Board
- CDI Laboratories
- Centro Integral Multidisciplinario de Aibonito
- Centro Madre Dominga Belén
- CDC) / Hospital Episcopal San Lucas
- Centro Ponceño de Autismo
- Centro Sor Isolina Ferré
- Coalition of Coalitions for the Homeless People Inc.
- Consejo Renal de Puerto Rico
- Correctional Health Services
- Cruz Roja Americana – Capítulo de Puerto Rico
- Departamento de Salud, San Juan, Puerto Rico Centro de Preparación en Bioseguridad
- Departamento del Trabajo
- Duke University

- Environmental Protection Agency -EPA
- Facultad de Medicina de la Universidad de la Frontera (Chile)
- FDA – Puerto Rico
- Florida Hospital
- Forensic Institute
- Fundación Acción Social, El Shaddai, Inc.
- George Washington University – Washington DC
- Hospital Bella Vista, Inc.
- Hospital Buen Samaritano
- Hospital de la Concepción
- Hospital Episcopal San Lucas, Ponce
- Hospital General Menonita Aibonito
- Hospital Metropolitano Cabo Rojo
- Hospital Metropolitano Dr. Pila – Ponce
- Hospital Metropolitano Dr. Tito Mattei
- Hospital San Cristobal – Ponce
- Institute for Family Health
- Instituto de Ciencias Forenses del Estado Libre Asociado de Puerto Rico – San Juan
- Madre Tierra Atabey – Peñuelas
- MED Centro – Ponce
- National Institutes of Health, Clinical Center, Social Work Dept. – Washington DC
- Naval Medical Center
- Puerto Rico Hospital Association
- Recinto Ciencias Médicas – UPR, San Juan
- Renal Dialysis Association – San Juan & Mayaguez
- San Juan Arthritis and research center – San Juan
- Universidad de California MEE Memorial Hospital
- Universidad Interamericana de PR – San Juan
- UIPR – CECIA – San Germán
- University of New Mexico Hospital

Mission Statements and Goals

Mission

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

Vision

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

Goals

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

Governance

Board of Directors

Secretary	Guillermo Picó, JD
Member	Charles P. Rose, JD
Member	Daniel Pianko, MBA
Member	Gregg Rosenthal, MBA
Member	Ryan Craig, JD

Member	Aracelis Vidal Rivera, Esq.
Member	Francisco J. Cerra-Fernández, MD
Member	Ramón Torres, DBA
Member	David Boodt
Ex-Officio Member	David Lenihan, PhD

Administration

Principal Administrators

President and Chief Executive Officer	David Lenihan, PhD, DC, JD
Chief Financial Officer	Carlos Rojas, MBA
Vice President of Strategic Planning and Institutional Development	Israel Alexander Ruiz, JD, MBA
Chancellor	José A. Torres-Ruíz, PhD
Dean of Curriculum and Academic Affairs	Elizabeth Rivera Mateo, EdD
Vice President of Student Affairs	Elisandra Rodriguez Moreno, MS
Vice President for Marketing and Enrollment	Emsley Vázquez, MS
Vice President of Finance	Bethzaida Cruz, MBA, CPA
Chief Compliance Officer	Waleska Murphy, JD
Vice President of Research & President of the Ponce Research Institute	Kenira Thompson, PhD
Dean of the School of Medicine	Olga Rodríguez de Arzola, MD
Accreditation Liaison Officer	Gladys E. Pereles, EdD
Director PHSU Wellness Center	Juliette Rivera, PsyD
Associate Dean for the Master in Science in Medical Sciences	Darah Fontanez, PhD
Dean for the School of Behavioral and Brain Sciences	Nydia Ortiz, PhD
Associate Dean for Medical Education	Georgina Aguirre, MD
Associate Dean for Faculty and Clinical Affairs	Jessica González, MD
Assistant Dean for Career Development	Iván Iriarte, MD
Associate Dean for Public Health	Vivian Green, PhD

Associate Dean for Doctoral Biomedical Science Program	Vanessa Rivera Amil, PhD
Associate Dean for Nursing	Amarily Castro, EdD
Assistant Dean for International Students	Anibal Torres, MD
Assistant Dean of Clinical Training in Psychology	María Garrido, PhD
Director of Ambulatory Center for Medical Research	Elizabeth Barranco, MD
Director of Continuing Medical Education	Israel Alexander Ruiz, JD, MB
Director of the Library	Carmen Malavet, MLS
Budget Director	Eneida Castro, MBA
Director of Purchasing	José González,
Admissions Coordinator	Astrid Velázquez, MBA
Financial Aid Director	TBA
Financial Aid Manager	Myriam Gaud, MBA
Registrar	Ivette Oliveras, MBA

Department Directors/Clinical Coordinator

Basic Science Director

Richard J. Noel Jr. PhD	
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Basic Sciences Coordinators

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	Malynie Blanco, MD
Medicine	Miguel Magraner, MD
Obstetrics-Gynecology	Manuel Martinez, MD
Pediatrics	Orlando Torres, MD
Psychiatry	Pedro Castaing, MD
Surgery	Anibal Torres, MD

Inter Departmental Programs/Divisions Coordinators

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

Misrepresentation

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

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

Academic Information

Admission to the University

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

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

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

Academic Calendar:

School of Medicine Semester Classes Begin Approximately on:	
Fall Semester (MD IV Year)	July 6
Fall Semester (MD Y1, Y2, Y3, PhDBM, MSMS Ponce & San Juan)	August 2
Spring Semester (MD IV Year)	January 3
Spring Semester (MD Y1, Y2, Y3, PhDBM, MSMS Ponce & San Juan)	January 10
Summer	June 1
School of Behavioral & Brain Sciences Semester Classes Begin Approximately on:	
Fall Semester Psy Interns	July 1
Fall Semester PhD Psy (Ponce), PsyD, MSSP (Ponce & San Juan)	August 2
Fall Semester CNSL	August 7
Spring Semester Psy Interns	January 10
Spring Semester PhD Psy (Ponce), PsyD, MSSP (Ponce & San Juan)	January 10
Spring Semester CNSL	January 15
Summer	June 1

Professional Certificate in Family and Couples Therapy Semester Classes Begin Approximately on:	
First Quarter	August 6
Second Quarter	November 5
Third Quarter	February 18
Public Health Programs Semester Classes Begin Approximately on:	
First Quarter	August 2
Second Quarter	November 1
Third Quarter	February 22
Summer	June 1
School of Nursing Semester Classes Begin Approximately on:	
Fall Trimester	December 10
Spring Trimester	April 22
Summer Trimester	August 12
San Juan University Center Semester Classes Begin Approximately on:	
Fall Semester Psy Interns	July 1
Fall Semester PsyD, MSSP, MSMS	August 2
Spring Semester Psy Interns, PsyD, MSSP, MSMS	January 10
Summer Semester	June 1

Immunization Policy

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

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

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

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

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

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

Vaccines Guideline

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

Vaccines	Recommendations in brief
Hepatitis B	<p>If you don't have documented evidence of a complete hepB vaccine series, or if you don't have a blood test that shows you are immune to hepatitis B (i.e., no serologic evidence of immunity or prior vaccination) then you should</p> <p style="padding-left: 40px;">Get a 3-dose series of Recombivax HB or Engerix-B (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2) or a 2-dose series of Heplisav-B, with the doses separated by at least 4 weeks.</p> <p style="padding-left: 40px;">Get an anti-HBs serologic test 1-2 months after the final dose.</p> <p>See Prevention of Hepatitis B Virus Infection in the United States: Recommendations of the ACIP.</p>
Flu (Influenza)	<p>Get 1 dose of influenza vaccine annually.</p>
MMR (Measles, Mumps, & Rubella)	<p>If you were born in 1957 or later and have not had the MMR vaccine, or if you don't have a blood test that shows you are immune to measles or mumps (i.e., no serologic evidence of immunity or prior vaccination), get 2 doses of MMR (1 dose now and the 2nd dose at least 28 days later). If you were born in 1957 or later and have not had the MMR vaccine, or if you don't have a blood test that shows you are immune to rubella, only 1 dose of MMR is recommended. However, you may end up receiving 2 doses, because the rubella component is in the combination vaccine with measles and mumps. For HCWs born before 1957, see the MMR ACIP vaccine recommendations.</p>
Varicella (Chickenpox)	<p>If you have not had chickenpox (varicella), if you haven't had varicella vaccine, or if you don't have a blood test that shows you are immune to varicella (i.e., no serologic evidence of immunity or prior vaccination) get 2 doses of varicella vaccine, 4 weeks apart.</p>

Tdap (Tetanus, Diphtheria, Pertussis)	<p>Get a one-time dose of Tdap as soon as possible if you have not received Tdap previously (regardless of when previous dose of Td was received).</p> <p>Get either a Td or Tdap booster shot every 10 years thereafter.</p> <p>Pregnant HCWs need to get a dose of Tdap during each pregnancy.</p>
Meningococcal	<p>Microbiologists who are routinely exposed to <i>Neisseria meningitidis</i> should get meningococcal conjugate vaccine and serogroup B meningococcal vaccine.</p>

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

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

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

Exemptions for Vaccination

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

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

Sanctions

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

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

- a. Present titers of antibodies for the required vaccines. A student with negative titers is recommended to undergo immunizations.
- b. Students who decide not to undergo immunization due to religion, pregnancy or health reasons must present a notarized document certifying the above reasons for declining

immunization. Students enrolling in healthcare programs must submit to the immunizations requirements and will not be able to continue in the program unless they present the required evidence. PHSU will not be responsible for the denial of access to clinical centers, internships, practices, and other activities regulated by third parties, especially if compliance with immunization requirements is part of the policies of said institution. The student is responsible for complying with all PHSU institutional policies and all the policies of the clinical and practicum sites.

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

Readmissions

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

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

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

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

The application for readmission will be submitted to the Admissions Office, readmission applicants must meet all requirements at the time of application for readmission.

Those students who were inactive less than a year will submit the re-entry application in the Registrar's Office and must meet all the requirements at the time of application.

Readmissions and re-entry applications will be evaluated by a Readmissions Ad Hoc Committee composed by the Academic Department Dean or its delegate, the Student Affairs Vice President or its delegate and representation from the student services offices.

After evaluation of readmissions by the Committee, the candidates who comply with basic requirements will be referred to the admissions committee for one of the following determinations:

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

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

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

- Denied re-entry
- Authorized re-entry and one of the following:
 - Require completing (I) courses
 - Allowed full credit of work successfully completed
 - Other considerations
- For more details of PHSU tuition and fees please refer to: [Tuition's & Fees](#)

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Student Classification/Status

Academic Classification

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

Student Status (full-time or half-time)

Graduate students

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

Undergraduate Students

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

- a. Full time student - student enrolled in 12 or more credits/trimester

- b. Half-time student - student enrolled in 6 to 8 credits per trimester
- c. Less than half time -student enrolled in less than 6 credits per trimester

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 - Students with United States citizenship who are not legal residents of PR.

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

Special Classification for Medical Students

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

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

Cross Registration

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

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

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

The process to be followed is:

1. Student must submit a written request to his/her Program Director of his/her intention with evidence of his/her status as regular student and satisfactory academic progress. New entrance students will only submit a written request to the Program Director.

2. His/hers Program Director will consult with the other Program Director to receive authorization.
3. The primary Program Director will submit a written request to the Chancellor or its designee for approval or disapproval. If it is approved, copy of the approval will be sent to the Registrar's and Financial Aid Office. The admissions office will also receive a copy for new entrance student's cases.

The Program Director will inform the student of the decision.

Transfer of Credits

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

The maximum number of total credits that may be recognized shall not be more than 30 percent of the total number of credits in the curriculum, 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. Students applying under the veteran's educational benefits, who have completed previous studies at other institutions, must follow this transfer of credits policy and procedures.

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

- For more details of PHSU tuition and fees please refer to: [Tuition's & Fees](#)

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

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

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

- ✓ The date on which the payment from VA is made to PHSU.
- ✓ Ninety (90) days after the date PHSU certified tuition and fees following the receipt of the certificate of eligibility.

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

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

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

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

Doctor in Medicine Program

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

- Transfer students may only be accepted in the second pre-clinical (basic science) year or the first clinical year.

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

Biomedical Sciences Program

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

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

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

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

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

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

Master of Science in Medical Sciences

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 must repeat courses to obtain higher grades so that the GPA increases to required levels. However, some of them are accepted to

continue post graduate higher education training, such as medical education and are unable to repeat courses in our institution.

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

Policy:

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

The procedure to achieve this is the following:

- The student must submit the *MSMS Transfer of Credits Request Form* to the Registrar's Office by the end of the first year of medical education or doctoral training.
- The student must be enrolled in an LCME accredited medical school, a foreign medical school that has been appropriately accredited according to ECFMG¹ 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.

¹ <http://www.ecfmg.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.

- 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:

- 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 an Evaluation Committee composed of two Public Health faculty to assess the graduate courses that students submitted for transfer. This Evaluation Committee will have the responsibility to evaluate:

- The comparability of the course content
- The course length: number of credits or contact hours (can be more but not significantly less)

- Grading system (the requested courses for transfer must be approved with at least B or Pass grade).

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

Bachelor of Science in Nursing

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

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

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

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

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

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

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

Administration Annotation and Grading System

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

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

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).

Grade Report / Notification of Students Grades

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

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

After 30 days, all rights of claim are forfeited.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition's & Fees](#)

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Change in Tuition Cost

Tuition is set by the Ponce Health Sciences University Board of Directors and is subject to change without previous notice. It is the students' responsibility to arrange to pay their total tuition, fees, and full charges 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.

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.

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.

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 of the Chancellor will oversee the compliance of the credit hours' policy described herein.

Change of Grade

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

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

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

A student who wishes to 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.

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.

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 starting 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.

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. An administrative withdrawal may be applied when a student stop attending class but do not submit an official withdrawal on a before fourteen (14) days. The Administrative Withdrawal may be used in other administrative instances such as withdrawal due to timeframe excess, students who exceed one term in a not enrolled status, and other instances.

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 Chancellor.

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.

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 Chancellor.

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.

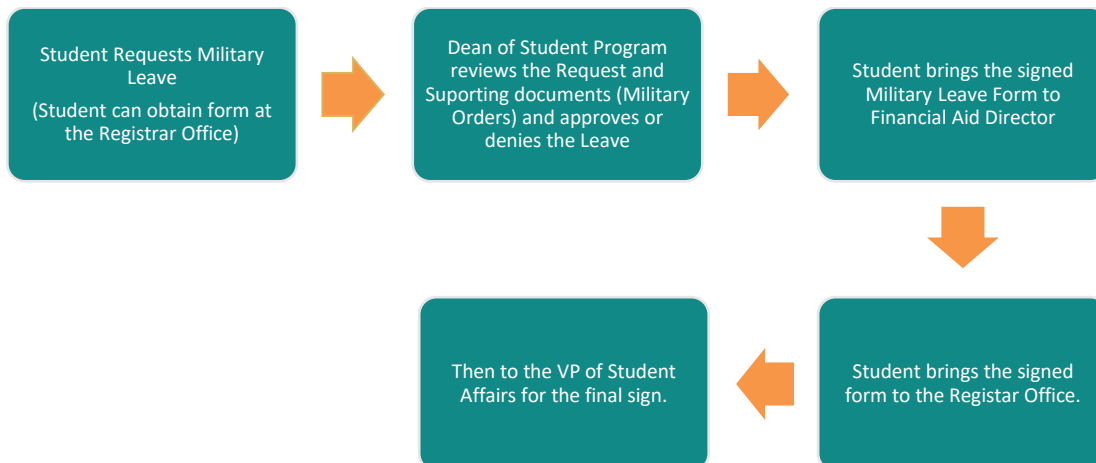
Re-enrollment from Military Leave:

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 Executive Director of Student Affairs and the Office of the Registrar. Appeals of a decision may be made to the Chancellor and the Dean of the corresponding school in which the student is enrolled.

Process flowchart:



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.

Title IV Refund Policy

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

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

Policies

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 Chancellor and the Executive Director of 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.

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 led 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 on 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 Chancellor and the Executive Director of 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.

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, Chancellor 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 act in case of poor academic progress or unacceptable behavior or attitudes.

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

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

Program Level

The chair of the Promotions Committee will refer its decision to the corresponding dean or his delegate. In the School of Medicine is the Associate Dean for Medical 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. Based on such reports, the committee will issue a letter of concern or a letter of warning;

determine that the student be placed on non-academic probation; or recommend to the corresponding dean or the dean's designee that the case be investigated and considered for possible disciplinary action, which will include dismissal.

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

Unprofessional Behavior Policy

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

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

Information and Technology Resources (IT)

Acceptable Use Policy and Guidelines

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 and Ponce Research Institute 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.

Definitions

Information Technology (IT) Resources= The full set of information technology devices (computers, printers, servers, networking devices, etc.), data applications, and network services involved in the processing, storage, accessing, and transmission of information.

PHSU System= all IT Resources on premises and cloud based, including email and Internet services.

Restricted Data= Data in any format collected, developed, maintained or managed by or on behalf of the University, or within the scope of university activities, which are subject to specific protections under federal or state law or regulations or under applicable contracts. Examples include, but are not limited to medical records, social security numbers, credit card numbers, driver licenses, non-directory student records, financial data, research protocols and export controlled technical data.

Users= account holders or any person who use a computer or network facility, whether affiliated with PHSU or not.

Account= username assigned or email address, and password.

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.

Cloud backup= also known as online backup, is a strategy for backing up data that involves sending a copy of the data over a public network (Internet) to an off-site server.

Social media= any Web site in which visitors are able to publish information to a larger group. Such destinations include large, branded entities such as Facebook, Twitter, YouTube, My Space, Google+, LinkedIn, and similar.

Guidelines

In making acceptable use of resources, you must:

- Use IT resources only for authorized purposes.
- Don't let anyone know your password (s). Protect your Account, System and Restricted Data from unauthorized use. Accounts cannot be used by other than to whom they have been assigned. Use effective passwords and safeguard those passwords. 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.
- Encrypt emails when sending protected or confidential information, such as documents with social security, credit card numbers, payment claims for patient's services, patient referrals.

The Following Activities and Behaviors are prohibited:

- Use another person's system, user ID, password, files, or data.
- Share Restricted Data with a third-party, unless is authorized.
- Download or save university files or data onto personal computers or storage devices.
- 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), threatening notes, 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

Laptops: All students are required to have a personal laptop computer that meets the following minimum requirements. Although it is strongly recommended Windows laptops, Apple Macintosh laptops are acceptable when configured to meet the specified software requirements.

We recommend systems that meet or exceed the following specifications:

WINDOWS CONFIGURATION-2020 Recommendations	MAC CONFIGURATION - 2020 Recommendations
Intel Core i5 processor (i7 preferred) Windows 10 x 64 8GB RAM (16 GB of RAM preferred) 500 GB hard drive 13" display Two USB 3.0 ports or USB adapters	Core i5 or i7 Processor 10.13 (High Sierra), 10.14 (Mojave), 10.15(Catalina) 8GB RAM (16 GB of RAM preferred)500 GB hard drive 13" display Two USB 3.0 ports or USB adapters
Wireless networking adapter (for internet) Internal or external Webcam Carrying case Three-year warranty (recommended) Antivirus software installed and properly configured	Wireless networking adapter (for internet) Internal or external Webcam Carrying case 3 Year AppleCare Protection Plan Antivirus software installed and properly configured

E-learning platforms:

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 using the student's user ID and password.

IPADS

PHSU provide IPADS to all new students to facilitate access to the educational resources available in the institution. Students must remain active for at least one (1) year, before the ownership of the equipment transfers to them. Students who withdraw from school before the year is over must return the equipment to the IT Department. The IPADS will be used throughout your academic career at PHSU; do not dispose of them.

MS Office 365 Platform

Every student has access to Microsoft Office 365 applications for free if they are students at PHSU and the PHSU subscription continues. The applications can be installed on up to 5 compatible devices. MS Office 365 is the official email platform used in the institution which also provides a Cloud storage space (OneDrive) and other applications.

Printing Quota

An established number 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 from the quota assigned by the institution is not refundable.

Print refunds might be applied for print jobs that were caused by a technical hardware or software problem, such refund will apply only when using funds from the additional printing quota purchased by the student. A refund request should be made no more than 2 days after the incident. It will be investigated, and the student will be notified by email. Print job errors caused by misconfigurations by the user are not refundable.

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 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.

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 the official mean of communication. Students are expected to read their email regularly 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. Also, emergency notices will be published to the psm.edu email and the student's registered cellphone number. Please stay connected!

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.

Wireless Access Policy

Purpose

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

Guidelines

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

- 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.
- IT will monitor the local wireless network for unauthorized AP's and other unauthorized wireless network devices that pose security risks. 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 expulsion 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.

Disclaimer

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.

Mobile Computing and Storage Device

Purpose

To ensure secure, reliable, and accountable use of mobile devices with Ponce Health Sciences University and or Ponce Research Institute restricted data. This policy establishes actions that must be taken in order to minimize the risk of the theft of Institution-owned laptops or mobile devices, and the associated costs. To provide guidelines to protect confidential data in the event of theft or loss of such devices.

Policy Statement

Every member of PHSU community who utilizes an institution-owned mobile device (e.g. Laptop, Flash Drive, Smart Phone, Tablet, etc.); or PHSU or PRI restricted data on privately-owned devices, is responsible for the data stored, processed and/or transmitted via that device, and for following the security requirements set forth in this policy and other IT policies.

Along with the privilege of using Institution owned mobile devices comes additional responsibility to safeguard them from potential theft or damage. If a mobile device is stolen or lost there are additional security implications for any data that might have been stored on that device.

Scope

This policy is applicable to all staff, faculty, administrators, and students who are using mobile devices loaned to them by the Institution, and to all PHSU or PRI restricted data when accessed through, or stored on, mobile computing and storage devices, regardless of the device's ownership. Institution-owned devices are for work related use only and may not be used for personal projects or entertainment. Work related uses includes but not limited to:

- As a workstation computer on campus.
- On an Institution trip, such as, conference, workshop, etc.
- To make a presentation on or off campus.
- For any other work-related task.

Definitions

Mobile's device: small devices intended primarily for the access to or processing of data, which can be easily carried by a single person and provide persistent storage. Current examples include but are not limited to laptop or tablet computer, flash drives, jump drive, smartphone, iPod, e-book reader.

Restricted Data: Data in any format collected, developed, maintained, or managed by or on behalf of the University, or within the scope of university activities, which are subject to specific protections under federal or state law or regulations or under applicable contracts. Examples include, but are not limited to medical records, social security numbers, credit card numbers, driver licenses, non-directory student records, financial data, research protocols and export controlled technical data.

Liability and Penalties

- All users are personally responsible for the security of their assigned mobile device and all data stored on, or carried with, the mobile device.
- All users are personally responsible for full repair or replacement cost if the mobile device is damaged or made inoperable by misuse or negligence.
- Departments that loan laptops or other mobile devices, to students or student organizations, will be liable for the replacement cost of the unit, if it became stolen, lost, or damaged while in the student's possession, or if it is not returned.

Penalties

Failure to follow this policy and these procedures may result in loss of computer privileges. Failure to return the laptop or fail to pay for damages or replacement costs may result in legal action.

Guidelines

Physical Protection and Reasonable Care

- Each user of an Institution-owned mobile device is responsible for the security of that device, regardless of whether is used in the office, at one's place of residence, or in any other location such as a hotel, conference room, car, or airport. Users are expected to provide reasonable care and effort to protect such devices.
- Special care should be taken with the security of the mobile device. Equipment must not be left unattended in public areas.

- Do not store laptops or mobile devices, in a locked car or car trunk, as severe temperatures may damage it and the car may be broken into if the device can be seen from the outside.

Data Security

- Notify immediately and provide a detailed report to IT if a mobile device is lost or stolen. If the device has data considered private and confidential information such as: student/faculty/staff/alumni/vendor name, address, social security number, account number, credit card number, etc. this could be used for Identity theft.
- The user is responsible to make sure that virus protection updates, and virus scans are performed regularly, and to bring the laptop to IT for revision and system updates, per IT department request.
- When connecting to the Institution for work purposes, or when using a laptop or mobile device in a public place, a VPN connection or SSL connection should be used to the campus to ensure that the communication is secure.
- Do not alter any system software or hardware configuration unless instructed to do so by IT Department.
- Additional application software should not be loaded onto the laptop unless approved by IT Department.
- Safeguard the device and data by ensuring the laptop is “locked” or the user is logged off when not in use.
- Exercise caution when connecting mobile storage “flash drives” to other computers. Disconnect or eject the flash drives before pulling out of a computer.
- Run a virus scan when connecting flash drives to the laptop or computer.

Inventory Tracking and Disposal

- Upon resignation, the laptop, all peripherals, and carrying case need to be returned either to the issuing department or to the IT Department on or before the last day of work. Failure to return the equipment could imply the retention of the last payroll payment.
- Do not give the mobile device to anyone else for use.
- The department responsible for the mobile device must maintain basic records of who has which laptop or device, and for what period. If the laptop does not have a barcode, then the unique identifying number (e.g., the Service Tag, or Property Tag) should be used to identify the equipment.

Reporting Loss or Damage

Report a theft immediately to the appropriate local law enforcement authority or (Security Guards, if on campus) and IT Department as soon as the theft has been noticed. Provide IT Department with a copy of the police report. A report should be filed not later than 24 hours after the incident. If a report is not filed, the user is responsible for the cost of the equipment.

If any mobile device (laptop, flash drives, smartphone, etc) is lost or stolen and have confidential and private data such as: personal identifiable information (student, faculty, staff, alumni, vendor) Name, Address, SSN, account number, credit card number, or similar. This could be used for Identity theft, and regulations like HIPAA required notification of such incidents. The user must contact IT immediately and submit a specific incident report that includes the following: date and location, data stored on the device, and any other information requested by the IT Director.

In case of damage, IT Department will evaluate and determine if the damages to the equipment are due to negligence or normal wear and tear. In case of negligence, the user could be responsible for the repairs. See "Liability Section".

Remote Access Policy

Purpose

The purpose of this policy is to state the requirements for remote access to computing resources hosted at Ponce Health Sciences University on premises and cloud based. In addition, this policy is intended to instruct and inform the university community about the individual responsibility to protect PHSU data against inappropriate use and unauthorized disclosure.

Definition

Remote access is defined as any external connection by a device/host (University issued or privately owned) to PHSU's internal data network to access computing resources owned, managed or maintained by PHSU University from an off-site location, such as the employee's home, a hotel room, airports, cafés, remote office, or other off-campus location.

Scope

This policy applies to all PHSU, PRI faculty, staff, students, contractors, auditors, guest account holders, and any other agents who remotely connect to PHSU University computing resources, other than those available on the public Internet. This policy also applies to all devices which are used by authorized individuals for remote access, whether personally-owned, university issued or otherwise obtained. These devices include but are not limited to workstations, laptops,

tablets, smartphones, servers, consoles, controllers, and any other computing device which is capable of communicating on PHSU IP-based Ethernet network.

Employment or attendance at PHSU does not automatically guarantee the granting of remote access privileges. Remote access privileges must be approved by IT Department and may be revoked for violation of this or any other university policy.

Policy Statement

While connected to Ponce Health Sciences University computing resources, remote access users are required to always follow university policies. Please refer to IT-1 Acceptable Use Policy.

Guidelines

1. All remote devices as set forth in the scope of this document must have appropriate security protections enabled. These protections include but are not limited to, the use of anti-virus software with the latest virus definitions installed, all appropriate operating system security patches applied, and a personal firewall installed where available.
2. Any remote access users who are utilizing the SSL VPN gateway should remain connected for only as long as they are conducting business related work for the University and are encouraged to disconnect as soon as that work is completed.
3. All Remote access to PHSU systems must be configured by the IT Department. Users are not authorized to download remote access software such as TeamViewer, Any Desk, and so forth to access computers on the PHSU campus. The remote access is only authorized for the intended user and cannot be shared.
4. At no time is a remote user to remain connected to any PHSU network for more than 12 continual hours, unless pre-approved by IT Department.
5. At no time is a remote user to connect PHSU's network to any other network or device beyond the initial device making the connection. This includes, but is not limited to split tunneling, dual homing, or otherwise re-routing PHSU traffic beyond the intended endpoint, unless in pre-approved by IT.
6. Remote-access users are not permitted to download or otherwise store university data that is considered confidential or contains Personally Identifiable Information (PII) on their personal remote computing devices. This includes the transfer of such data to a personal cloud service such as Dropbox or Google Drive. University data should only be saved on OneDrive using the university account, other storage media can be used if approved by IT Department.
7. If any device used for remote access is lost, stolen, or otherwise removed from the user's control, should report to the IT Department. In case of theft, report it immediately to the appropriate local law enforcement authority or (Security Guards, if on campus) and IT

Department as soon as the theft has been noticed. Provide IT Department with a copy of the police report. A report should be filed not later than 24 hours after the incident. If a report is not filed, the user is responsible for the cost of the equipment.

8. Remote access users agree to immediately report to IT any incident or suspected incidents of unauthorized access and/or disclosure of company resources or information.
9. Any device connecting to PHSU computing resources is subject to monitoring, which may include but is not limited to date, time, duration of access, identification of endpoint and all traffic which traverses PHSU networks. Personal files on non-university equipment will not be monitored.

Procedures

Staff requesting Remote Access should submit an IT service request, stating the need for remote access privilege and for what use. Additional information will be required, and access will be evaluated on a case-to-case basis.

Penalties/enforcement

Users who violate this policy may be denied access to PHSU Information Technology resources and may be subject to other penalties and disciplinary action, including possible expulsion or dismissal. Alleged violations will be handled through the PHSU disciplinary procedures established by Human Resources Department. PHSU may suspend, block or restrict access to an account, independent of such procedures, when it reasonably appears necessary to do so in order to protect the integrity, confidentiality, and availability of PHSU or other computing resources or to protect the institution from liability. PHSU may also refer suspected violations of applicable law to appropriate law enforcement agencies.

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. Everyone 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 in 1988.
2. Drug Free Schools and Communities Act, as emended (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 are 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, therefore, 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), lunchrooms, 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.
- 9.

Diversity Policy

The mission of Ponce Health Sciences University is to provide high quality education in medicine and health services related programs 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. 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.

Ponce Health Sciences University in accordance with its mission “to provide high quality education to the population we serve” possess a population of students and faculty members who 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 the non-Hispanic group. Anyone who is not from Hispanic or Latino origin/ethnicity adds diversity to our academic environment. The University values having a diverse student population from all areas of the country and therefore accepts candidates from the mainland, also candidates with a nontraditional academic background are considered diverse.

Two other groups that will add diversity in our student body and eventually to the healthcare 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 Puerto Rico Planning Board (*Junta de Planificación de Puerto Rico, in Spanish*) 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 health sciences programs 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.

Grievance Policy

Any student has the right to submit to the Office of the Executive Director 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 Executive for Student Affairs or designee.

The Executive Director 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 Executive Director of Student Affairs 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 Executive Director of Student Affairs 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 Chancellor will evaluate the appeal and the investigation report. Rejection of the appeal by the President is final. However, the Chancellor may overturn the decision. If the Chancellor 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 Chancellor its report. The Chancellor 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 Chancellor will be final.

Student Complaint Log Policy

LAST REVISED: Jan 2021

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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director of Student Affairs
- The Executive Director 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.

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 Executive Director of Student Affairs or designee.

The Executive Director of 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 always informed of the progress of the investigation. 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.

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 Chancellor 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.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition's & Fees](#)

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.

Non-Discrimination Policy

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

Privacy of Student Records Policy

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

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

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

Student

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

Educational Records

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

- a. A personal record kept by a staff member 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 it cannot deny students access to their records, Ponce Health Sciences University is required to describe the circumstances in which it may deny students a copy of their education records.)

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

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

Fees for Copies or Records

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

Types, Locations and Custodians of 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	Executive Director of 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	Executive Director of 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 disinterest parties; however, the hearing committee members may be officials of the Institution. The student shall be afforded a full and fair opportunity to present evidence relevant to the issued raised in the original request to amend the student's education record. The student may be assisted by one or more individuals, including an attorney.
- e. Ponce Health Sciences University Hearing Committee will prepare a written decision based on the evidence presented at the hearing and it will be submitted to the President to take the corresponding action. The decision will include a summary of the evidence presented and the reason for the decision.

- f. If the President decides that the challenged information is not inaccurate, misleading, or in violation of the student’s right of privacy, it will be notifying the student that they have a right to place in the record a statement commenting on challenged information or a statement setting forth reasons for disagreeing with the decision.
- g. The statement will be maintained 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 disclosure the statement.
- h. If the President decides that the information is inaccurate, misleading, or in violation of the student’s right of privacy, the President will order the registrar to amend the record and notify the student, in writing, that the record has been amended.

The Solomon Amendment and FERPA

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

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

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

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

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

Use and Management of Social Security Number Policy

PONCE HEALTH SCIENCES UNIVERSITY (PHSU) is committed to maintaining the privacy and confidentiality of Social Security numbers (SSNs). PHSU is cognizant of the risk the improper

disclosure of SSNs can have on individuals who have entrusted the information to PHSU, including the risk of identity theft. The collection, management and display of SSNs be controlled and that the use of an SSN as an identification number is limited. An SSN may not be used as a primary identifier in a university system and never be used on any public list.

- SSNs may only be requested in certain cases, such as when required by law or for business purposes with certain third-party providers, with appropriate disclosure of 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 (“SSN’s”)

1. Collection of SSNs for University records

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

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

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

1.3.1 PHSU- both credit and non-credit - may be required to provide 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: An 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 An SSN may not be used as a primary identifier in PHSU system.
- 2.4 When records including SSNs are no longer needed, disposal of the records must follow University information retention and destruction policies and procedures.
- 2.5 SSNs are confidential data and may not be used for purposes of data mining.

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

3 Security Controls for Computer Systems Maintaining SSNs

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

4 SSNs Shared with Third Parties

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

Sanctions

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

Additional Information

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

Reasonable Accommodation Policy

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

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

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

Terms Definition

- Disability: “Physical or mental impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment.” (ADA, 2008).
- Major life activities: “include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.” (ADA, 2008).
- Reasonable Accommodation: “Modifications or adjustments to the tasks, environment or to the way things are usually done that enable individuals with disabilities to have an equal opportunity to participate in an academic program or a job.” (U.S. Department of Education, 2007).
- Qualified individual with a disability: “A person with disability who satisfies the requisite skill, experience, education, and other job-related requirement of the desired or held employment position and who, with or without reasonable accommodation, can perform the essential functions of the position that such individual holds or desires.” (ADA, 2008).
- Assistive Technology: All types of equipment and support services technology that can enable equitable access that includes equipment created, adapted, or modified to be

used by a student with qualified impediment to maintain, improve or increase their capabilities functional.

Reasonable Accommodation Procedure:

Students with disabilities who wish to request reasonable accommodation must comply with the following:

Reasonable Accommodation Application for the first time:

- Complete Reasonable Accommodation Request Form and Certification of Disability form, which is available at the Office of Academic Affairs and at Counseling Center. **For the first semester the deadline is August 31 and for the second semester is January 31**
- With the application, the student must include any medical, psychological or other relevant evidence that reflect the student’s disability and the current functional limitations. Documentation must be recent, shall not be more than six months prior to the date, or the request for accommodation and/or the date received at the Office of Academic Affairs. **Please, refer below to each condition individually for specific documentation requirements. **
- Evaluations performed by members of the student’s immediate family, until the fourth grade of consanguinity or friends are not acceptable.
- The healthcare provider should make recommendations suitable to a professional health science program setting.
- Include evidence of prior reasonable accommodations, if any.
- Must coordinate an interview with the Rehabilitation Counselor to evaluate the student’s needs.
- It is the responsibility of the student with a disability to request the accommodation with enough time in advance for the Reasonable Accommodation Committee to evaluate their request and submit the recommendations. The Committee will be evaluated in five (5) working days after received the request once the case is already accepted (admitted) into the program. The day for the accommodation to come into effect will vary according to the period necessary to evaluate and implement the accommodation and usually will take one to four weeks if all the required information is provided.
- Once the Reasonable Accommodation Committee submits their recommendations, the office of the Vice-President of Academic Affairs will notify the student, the program director and the

professors about the accommodations recommended no more than 5 working days after receiving said recommendation.

- For learning disabilities, attention deficit disorder, chronic illness, physical or sensory disabilities the accommodations will be valid for two years.
- For psychological disabilities, the accommodations will be valid for one year.
- A written notification with the approved accommodations and the effectiveness period will be send to the student.

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 evaluation for reasonable accommodation is made once the student is admitted (accepted) into the academic program.

Renewal of Reasonable Accommodation

At the beginning of each academic year, those students with an active reasonable accommodation must complete the Reasonable Accommodation Request Form again with the intention of renewing their approved accommodations, as well as requesting any modification, no more later than august 31 (first semester) or January 31 (second semester). Students with accommodations with a 2-year effective period must complete the document once the effective period is close to finish. Students with active accommodations must also present evidence of participation in at least 2 contact hours of workshops, orientations, seminars, or webinars of topics related to their accommodation (betterment activities).

- The Reasonable Accommodation Committee reserves the right to request new evidence in cases it deems necessary. In case of requested new documentation, the student can ask to their healthcare provider for an updated of the clinical reports. The professional may supplement the original report with a letter describing any changes since the previous report.
- The student must wait for the Committee to extend the accommodation.
- The student must coordinate a follow-up appointment with the Rehabilitation Counselor.

****The Reasonable Accommodation Committee will not be able to proceed with a recommendation until all required documents have been received. ****

PHSU requires that the documentation come from a healthcare provider that have experience and expertise in the area related to the student's disability.

Learning Disabilities and Attention Deficit Disorder

- Reports for Learning Disabilities and Attention Deficit Disorder should reflect the current functional limitations of the student and include the results of a battery of psychoeducational tests (psychoeducational or neuropsychological evaluation) designed to identify these impairments.
- In addition, must be provided a clinical summary. The summary must include recommendations of specific accommodations and assistive devices needed, and how they will reduce the impact of functional limitations.

Chronic Health, Physical or Sensory Disabilities

- Reports for Chronic Health, Physical or Sensory Disabilities should reflect the current impact of the diagnosed condition and should indicate the prognosis of the condition.
- The report must describe any current treatment plan and include any coexisting conditions or suspected.
- In addition, clinical summary of assessment procedures that were used to make the diagnosis, history of disability, evaluation results, observations, and recommended accommodations.

Psychological Disabilities

- Reports for Psychological/psychiatric Disabilities should include current functional limitations and how they interfere in the educational environment. Besides, should include the severity, symptoms and prognosis.
- In addition, clinical summary of assessment procedures that were used to make the diagnosis, history of disability, evaluation results, observations, and recommended accommodations.
- Documentation should state medications or other treatment that can be affect the student functioning.

Temporary Disabilities

PHSU recognizes that individuals with temporary disabilities that are a result of injuries, surgery or short-term medical illness may need access to services and resources similar with those with permanent disabilities. An expedite process is determined for these specific cases.

Students with temporary disabling conditions that need assistance or modification in the academic setting must provide documentation from the healthcare provider for verifying the nature of the condition, expected duration, and describing the accommodation deemed necessary. If the anticipated recovery date is later postponed due to a change in the student's recovery prognosis, an updated note from the provider should be requested and kept on file. This evidence must be present to the Academic Affairs Office.

The student can talk with the professors about any accommodation necessary for the duration of the impairment. If the student needs other modifications, such as accessible parking can contact the Rehabilitation Counselor for the required process. Temporary services are determined on a case-by-case basis. For accommodation come into effect will vary according to the period necessary to evaluate and implement the accommodation and usually will take one week or less if all the required information is provided and if we have the resources for the accommodation.

Pregnancy

If medical complications from pregnancy arise, the student might become eligible for services under ADA law and can request accommodations under temporary disability.

Types of Accommodations

Accommodations provided must allow a student to get an opportunity to benefit from the education program equal to that of nondisabled students. Accommodations that are not consider reasonable because they impose extraordinary difficulty or burden for the institution or require fundamental changes of academic standards or coursework may be declined. The professor is not obliged to offer reasonable modifications until he/she receives the written recommendations of the Office of Academic Affairs.

PHSU Reasonable Accommodations include but are not limited to the following:

- a. Didactic (classroom), exams and labs setting
 - I. Additional time for exams
 - II. Breaks during class/exams
 - III. Reduced distraction environment
 - IV. Enlarged print

- V. Priority seating
- VI. Special seating
- VII. Alternative format test
- VIII. Assistive technology (recording device, iPad, personal laptop, calculator, etc.)
- b. Clinical setting
 - I. Scheduling clerkship order
 - II. Clerkship location
 - III. Program modification (time-off for disability-related appointments, absences)
- c. Clinical Skills Exams
 - I. Additional time for patients encounters (depends on the purpose of the assessment and the barriers experienced)
 - II. Additional time for case or patient note (depends on the purpose of the assessment and the barriers experienced)
 - III. Reduced distraction environment
- d. Physical Accessibility
 - I. Elevator
 - II. Accessible parking
 - III. Ramps

Licensing, Certification and Board Exams

These exams are a critical part of professional's advancement and require additional steps for student with disabilities requesting accommodations. The student must visit the official exam webpage for the guidelines and requirements for each individual exam. If you need help, you can schedule an appointment with the Rehabilitation Counselor of PHSU. Being a Reasonable Accommodation participant at PHSU does not guarantee approval of accommodations in external entities coordinating licensing, certifications, or Board Exams.

Rights and Responsibilities

- a. *Student*
 - I. Rights
 - 1. An equal opportunity to access to the courses, programs, services, and activities at the university
 - 2. Request reasonable accommodations, academic adjustments, or services
 - 3. Confidentiality of information regarding disabilities, except as disclosures are required or permitted by law.
 - II. Responsibilities
 - 1. Self-Identification as student with disability

2. Submit required documentation
3. Request accommodation
4. Meet the technical standards of the program, and the academics and institutional requirements
5. Contact the Rehabilitation Counselor if the modifications are not being implemented
6. Follow procedures for requesting and maintaining accommodations
7. If changes occur in the condition or functional status, the student will be responsible for bringing properly updated the Certification of Disability and recommendations of the specialist for the academic scenario.

b. University

- I. Rights
 1. Request and received current documentation about disability
 2. Suggesting appropriate accommodation upon documentation submitted
 3. Deny any accommodation that fundamentally alters a course, program, or activity
- II. Responsibilities
 1. Keep a student record and guarantee the law provided confidentially to its documents and information
 2. Determine accommodations
 3. Assist with the implementation of the reasonable accommodation
 4. Assist student when implementations are not properly implemented
 5. Follow-up students with disabilities

Confidentiality

The ADA and Section 504 prohibit the unlawful disclosure and use of information concerning and individual's disability. The student disability records will be kept separate from the student's academic records.

Grievance and Reclamations

If the student disagrees with the recommended accommodations, he / she may appeal the decision in writing to the Reasonable Accommodation Committee in a 5 working days' timeframe. If the complaint is against the Reasonable Accommodation Committee, the student must appeal to the Office of Student Affairs in the same period.

The Chancellor may appoint an Ad-Hoc Committee of three members to review the case. The Ad-Hoc committee will provide a recommendation in a 48-hour timeframe after its appointment. The Chancellor may accept or deny the recommendations. Decisions by the Chancellor are final.

Divuligation

The Reasonable Accommodation Policy and other institutional policies can be found in PHSU Student Policy Manual and PHSU Catalog. The PHSU community can access these documents in the PHSU webpage, Public Folders (Outlook), and at the Students Affairs Office.

Information and Community Support Services

For support students with disabilities whether one choose to file an official concern, students are encouraging to obtain information, support, and counseling, both on and off campus. Information, support, and advice are available (see resources below) for anyone in PHSU community.

Campus Resources

Reasonable Accommodation Committee

Grace M. Morales Mercado, MSS, LRC

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Student Affairs

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Enid Gonzalez, Ed.D

Student Success Manager

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egonzalez@psm.edu

Title IX

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jarroyo@psm.edu

Counseling Services

José Soto-Franceschini, PhD, CPL

787-840-2575 Ext. 5852

jsoto@psm.edu

Community Liaison and Diversity Officer

Waleska Rodríguez Millán

787-840-2575 Ext. 4739

wrodriguez@psm.edu

Compliance Officer

Waleska Murphy

787-840-2575 Ext. 4737

wmurphy@psm.edu

Wellness Center

Ponce Health Sciences University

787-812-2525

Community Resources

Oficina del Procurador de las Personas con Impedimentos (OPPI)

PO Box 41309
San Juan, PR 00940-1309
787-725-2333

Administración de Rehabilitación Vocacional (ARV)

PO Box 7871
Ponce, PR 00732-7871
787-842-6122; 787-268-3735 (TTY)

Programa de Asistencia Tecnológica (PRAT)

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Norte, Carr. #1 Km. 12.0,
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787-474-9999
asistencia.tecnologica@upr.edu

Office for Civil Rights (OCR)

U.S. Department of Health and Human Services

Eastern and Caribbean Region - (New Jersey, New York, Puerto Rico, Virgin Islands)
Linda Colón, Regional Manager
Jacob Javits Federal Building
26 Federal Plaza - Suite 3312
New York, NY 10278
Customer Response Center: (800) 368-1019
Fax: (202) 619-3818
TDD: (800) 537-7697
ocrmail@hhs.gov

Sexual Harassment, Sexual Violence, Gender Discrimination Policy (Title IX Policy)

Introduction

Title IX of the Educational Amendments of 1972 and its implementing regulations (34 CFR § 106) as administered by the Office for Civil Rights of the Department of Education (collectively referred to as “Title IX”) explicitly prohibits discrimination based on sex by any institution of higher education that receives federal funds. Under Title IX, certain types of sexual harassment, when occurring within the United States and its territories and commonwealths and within the University’s education programs and activities, constitute a form of prohibited sex discrimination.

On May 6, 2020, the United States Department of Education issued new regulations, effective August 14, 2020, defining sexual harassment under Title IX of the Education Amendments of 1972 (“Title IX”) to include three categories of misconduct on the basis of sex that occur within the University’s education programs or activities: *quid pro quo* harassment by an employee; severe, pervasive, and objectively offensive unwelcome conduct of a sexual nature; and Sexual Assault, Dating Violence, Domestic Violence, or Stalking as defined under the Clery Act and VAWA.

While PHSU prohibits all forms of discrimination and harassment, including sexual misconduct, this policy applies only to Sexual Harassment under Title IX as defined below. Discriminatory and/or harassing conduct falling outside of the purview of this policy may be addressed by other Ponce Health Sciences University policies (e.g., Student Handbook, Faculty Handbook, and Staff Handbook).

Jurisdiction

This policy addresses Ponce Health Sciences University responsibilities under regulations promulgated under Title IX and meets the requirements of federal and state civil rights laws and regulations to provide for a prompt, fair, and equitable administrative process to respond consistently and effectively to allegations of alleged discrimination, sexual misconduct, and retaliation across all PHSU’s campuses or learning centers.

The rules and procedures described in this normative document apply to all students, registered student organizations, faculty and staff employees, guests, visitors, or third-party affiliate who has a formal (including contractual) relationship with the University, across all campuses and programs of the University within the United States and abroad and, all those persons who are within the scope of the University control will be considered.

Legal Basis

The procedures outlined below are based on those provided in the Title IX common rule 65 F.R. 52867 and, are also codified in the Department of Education Title IX implementing regulations, 34 C.F.R. 106.4 – 106.9.

This policy is approved by the Institutional Management Committee and is effective as of **November 11, 2020**.

Scope

PHSU is committed to promote and develop an environment free of any type of inappropriate gender-based conduct. The University promotes an inclusive environment where diversity is key for academic and professional development. Discrimination or violence based on sex (gender) will not be tolerated. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part – or – full-time status, disability, race, or national origin – in all aspects of a recipient’s educational programs and activities.

Justification

The Title IX Policy ensures appropriate processes and the investigation of Complaints related to sexual, harassment, sexual violence and gender discrimination guaranteeing the due process recommended by the Federal Department of Education.

Policy

Procedural Requirements

The procedures outlined below are based on those provided in the Title IX common rule 65 F.R. 52867 and, are also codified in the Department of Education Title IX implementing regulations, 34 C.F.R. 106.4 – 106.9.

Dissemination of the Policy

The Institution is responsible for the notification and dissemination of the policy. PHSU make sure that this policy is annually distributed and easily understood. The Institution must publish the first notice of this Policy in every institutional, student or alumni publications, and by letter or memorandum to students and employees. After the initial publication, all memoranda, bulletins, catalogs, and applications must contain a similar notice.

Designation of the Title IX Coordinator

Institutions must designate a least one employee to serve as a Title IX Coordinator. This employee is responsible for coordinating the Institutional efforts to comply with and carry out the responsibilities under Title IX and the implementation of its regulations, including: coordinating the recipient’s responses to all Complaints involving possible sex discrimination, monitoring outcomes, identifying and addressing any patterns, and assessing effects on the campus climate. The coordinator’s name, address, and phone number must be communicated to all applicants, participants, and employees.

Title IX Coordinator
Jonaira Arroyo, M. Ed, CPL
787-840-2575 Ext. 5734
jarroyo@psm.edu

Adoption of grievance procedures

One of the important aspects of Title IX and its regulations is their requirement that recipients adopt and publish internal grievance procedures to promptly and equitably resolve Complaints alleging discrimination on the basis of sex.

Definitions

The following terms and definitions are important components of this policy. The definitions are intended to give meaning to these terms in the context of PHSU's policy. Criminal and other applicable state laws and regulations may use different definitions of these terms.

1. Prohibited Conducts

Prohibited conduct ranges from sexual harassment to sexual misconduct. The following conduct definitions are considered violations to the PHSU Title IX Policy:

Sexual harassment

The Title IX regulations define sexual harassment as conduct on the basis of sex that satisfies one or more of the following:

- i. **Quid Pro Quo Sexual Harassment:** An employee of PHSU conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct.
- ii. **Hostile Environment Sexual Harassment:** Unwelcome conduct on the basis of sex determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to PHSU's Education Program or Activity.
- iii. **Title IX Sexual Assault:** Title IX Sexual Assault as defined in 20 U.S.C. 1092(f)(6)(A)(v). Under 20 U.S.C. 1092(f)(6)(A)(v), the term "sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. The Uniform Crime Reporting System includes the following offenses as forcible or nonforcible sex offenses:
 - **Rape:** The penetration, no matter how slight, of the vagina or anus with any body part or object or instrument, or oral penetration by a sex organ of another person, without the consent of the victim or where the victim is incapable of giving consent, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity. Attempted rape is included. An "object" or

“instrument” is anything used by the offender other than the offender’s genitalia.

- **Fondling:** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity.
- **Incest:** Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law².
- **Statutory Rape:** Non-forcible sexual intercourse with a person who is under the statutory age of consent.

- iv. **Title IX Dating Violence:** “dating violence” as defined in 34 U.S.C. 12291(a)(10). Under 34 U.S.C. 12291(a)(10), the term “dating violence” means violence committed by a person:
- A. Who is or has been in a social relationship of a romantic or intimate nature with the victim.
 - B. where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - (i) The length of the relationship.
 - (ii) The type of relationship.
 - (iii) The frequency of interaction between the persons involved in the relationship.
- v. **Title IX Domestic Violence:** “domestic violence” as defined in 34 U.S.C. 12291(a)(8) includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.
- vi. **Title IX Stalking:** “stalking” as defined in 34 U.S.C. 12291(a)(30), means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
- A. fear for their safety or the safety of others; or
 - B. suffer substantial emotional distress.

2. Participants

- a. *Complainant* means an individual who is alleged to be the victim of conduct that could constitute Title IX Sexual Harassment under this policy.
- b. *Respondent* means an individual who has been reported to be the perpetrator of

² 1 In Puerto Rico the incestuous relationships occur between parent, child, sibling, or grandchild.

- conduct that could constitute Title IX Sexual Harassment under this policy.
- c. *Parties* is a term that refers to the Complainant and Respondent collectively.

3. Supportive Measures

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Supportive Measures may include:

- Referral to health care providers, if necessary
- Arranging for medical services
- Imposition of a campus “no-contact order” (mutual restrictions)
- Class or course reassignments or reschedule
- Change in work schedule or job assignment
- Options for reserved parking space
- Limiting access to certain University facilities or activities
- Separation from job (employees) or academic activities (students) until the resolution of the complaint or end of the investigation
- Professional Counseling
- Increased security and monitoring of certain areas of the campus; and
- Other similar measures.

4. Formal Complaint

A Formal Complaint is a document filed by a Complainant or signed by the Title IX Coordinator alleging Title IX Sexual Harassment against a Respondent and requesting that PHSU investigate the allegation of Title IX Sexual Harassment. In order for PHSU to proceed to an investigation, at the time of filing a Formal Complaint, a Complainant must be participating in or attempting to participate in PHSU’s Education Programs or Activities. A “document filed by a Complainant” means a document or electronic submission (such as an email) that contains the Complainant’s physical or electronic signature or otherwise indicates that the Complainant is the person filing the Formal Complaint.

Reporting a Concern

Any member of PHSU community who thinks that they have been subjected to sex discrimination, sexual assault sexual harassment or sexual misconduct by another student, member of the faculty or staff, campus visitor or contractor, is encouraged to report the incident to the Title IX Coordinator or Title IX Campus Delegate. PHSU will respond promptly and in a manner that is not deliberately indifferent to all claims and formal Complaints to which the University has actual knowledge of sexual harassment, in an education program or activity.

Formal Complaint

A Formal Complaint must include the following information:

- the identity and status (roles) of the Complainant and Respondent(s).
- details concerning the incident(s) or conduct that gave rise to the complaint.
- date(s) and time of the incident.
- location(s) of the incident(s).
- nature of the conduct (provide specific details).
- the identity and status of any witness(es) to the incident(s) with telephone numbers, email addresses, and street addresses if known.
- date of previous report.

Mandatory Reporters

Under Title IX regulations, only “officials with authority”, who can institute corrective or remedial measures in regard to any reports, or possible allegations, of sexual discrimination or misconduct, are required to report to the Title IX coordinator. For the purpose of this policy, the following individuals are considered “officials with authority”, and are recognized as *mandated reporters*:

- Supervisors
- Administrators
- Faculty Members
- Teacher Assistants

Mandatory reporters are **obligated to report incidents** of sex discrimination, sexual harassment or sexual assault that come to his or her attention; even though there is no formal complaint filed. Failure to fulfill this reporting obligation will be referred to the appropriate office for corrective action. The University encourages all individuals – including students not referenced above – to report sexual misconduct (including Title IX Sexual Harassment) of which they become aware to the Title IX Coordinator.

Response to a Formal Complaint

Upon receipt of a report, the Title IX Coordinator will contact the person who may have been impacted by the concern. In response to a Formal Complaint, PHSU will treat Complainants and Respondents equitably by offering supportive measures and following the grievance process established in this policy before the imposition of any disciplinary sanctions or other actions that are not supportive measures.

Supportive Measures

Supportive measures are designed to restore or preserve equal access to PHSU’s education program or activity without unreasonably burdening the other party. Its purpose is to: (a) protect the safety of all parties or educational environment, or (b) deter sexual harassment.

The Title IX Coordinator will contact the Complainant and the Respondent to discuss the supportive measures available and to consider their wishes and will inform them of the supportive measures that will be implemented. The Title IX Coordinator may offer one or a combination of supportive measures defined above.

The staff identified below are specially trained to work with individuals who report or are accused of Title IX Sexual Harassment and have knowledge about on- and off- campus resources, services, and options, including the availability of supportive measures:

Title IX Office Staff

Title IX Coordinator

Jonaira Arroyo, M. Ed, LPC

787-840-2575 Ext. 5734

jarroyo@psm.edu

Title IX Deputy-Human Resources

Aixa Ramos, PHR

787-840-2575 Ext. 54767

aramos@psm.edu

Title IX Delegate – San Juan Learning Center

Mariela Gonzalez-Ramirez

787-728-2121

939-438-2399

margonzalez@psm.edu

Title IX Delegate – St. Louis Campus

Palka Kumar

314-499-6808

pkumar@psm.edu

Reporting Incidents to Law Enforcement

An individual who has experienced Sexual Assault, Dating Violence, Domestic Violence, or Stalking has the right to choose whether to file a police report. PHSU recommends, but does not require, the victims to report criminal concerns to the Police. Filing a police report can result in the investigation of whether sexual violence or related crimes occurred and the prosecution of the perpetrator. Timely reporting to the police is an important factor in successful investigation and prosecution of crimes, including sexual violence.

Title IX Retaliation

Neither PHSU nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX and its implementing regulations or this policy, or because the individual has, in good faith, made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Complaints of Title IX Retaliation may be made by contacting the Title IX Coordinator.

Complaint dismissal

In a case where the Complainant files a Formal Complaint, the Title IX Coordinator will conduct an initial inquiry to assess to whether the allegations can be substantiated, if not substantiated, the Title IX Office must dismiss a formal Complaint under the following circumstances:

- the alleged matter does not meet the Title IX definition of sexual harassment as described above.
- the alleged matter does not arise from a PHSU education program or activity of.
- the alleged matter is not raised against a person in the United States.
- the alleged matter occurred before August 14, 2020.

Also, the Title IX Office may dismiss a Formal Complaint under the following circumstances:

- the Complainant submits a written request to withdraw the complaint.
- the Respondent is no longer at the University.

The Title IX Office may refer the subject matter of the Formal Complaint to other University offices, as appropriate. Employees will be referred to the Human Resources Office.

Appealing Dismissal of Formal Complaint

Appeals pertaining to the dismissal of a Formal Complaint must be submitted to the Title IX Coordinator within three (3) business days from receipt of the complaint dismissal. The appeal must meet one or more of the following: procedural irregularity, new evidence, or evidence of conflict of interest/bias.

Confidentiality and Confidential Resources

Confidentiality

PHSU will make reasonable and appropriate efforts to preserve the confidentiality in cases involving sexual violence. Even if a party does not specifically ask for confidentiality, PHSU should only disclose information regarding alleged incidents of sexual violence to individuals who are responsible for handling the Institution's response. Witnesses and advisors will be asked to keep

any information learned in an investigation meeting confidential, to the extent consistent with applicable law.

In cases where an individual reporting Title IX Sexual Harassment do not wish to file a formal complaint, the University will attempt to honor that request. Nevertheless, the Title IX Coordinator may determine that the University needs to proceed with an investigation and will thereby sign a formal complaint, considering the following factors:

- complete knowledge of the circumstances
- the nature or scope of the alleged conduct
- the respective age of the parties involved
- the potential risk to the community
- previous reports against the Respondent
- whether the report reveals a pattern of misconduct
- the University’s obligation to provide a safe and non-discriminatory environment; and
- any other available and relevant information.

PHSU Confidential Resources

Professional Counseling Services and Medical Services Office at PHSU are considered confidential resources. Discussing allegation of sexual violence with your Professional Counselors or Medical Services Staff will not result in a report under Title IX Regulation. Confidential resources can provide information about your rights under Title IX Policy, but will not report the incident.

Investigation Process

The Title IX Coordinator will conduct an immediate assessment of any risk of harm to individuals or to the campus community and will take the necessary steps to address those risks, in collaboration with the Vice President of Students Affairs, Professional Counselors, the Institutional Security Director and Human Resources. Once a complaint has been filed, immediate actions to protect the Complainant will be taken.

In cases of reported alleged violations to this policy, the University may implement interim and supportive measures, including, but not limited to:

- Referral to health care providers, if necessary
- Arranging for medical services
- Imposition of a campus “no-contact order” (mutual restrictions)
- Class or course reassignments or reschedule
- Change in work schedule or job assignment
- Options for reserved parking space

- Limiting access to certain University facilities or activities
- Separation from job (employees) or academic activities (students) until the resolution of the complaint or end of the investigation
- Professional Counseling
- Increased security and monitoring of certain areas of the campus; and
- Other similar measures.

A Title IX investigation should normally be complete in 30 calendar days after the University has notice of a concern, but this time frame may be extended depending on the complexity of the circumstances of each case or University breaks.

A typical investigation will include:

Phase 1: Notification of Investigation

The Title IX Coordinator sends formal written communication to both the Complainant and the Respondent, within seven (7) calendar days of completing an initial inquiry.

The communication includes information related to the allegations to be investigated, what policy and what sections of the policy against which the allegations are assessed, the name(s) of the investigator(s), the rights the Complainant and Respondent have throughout the investigation process, a warning regarding retaliation, and any other information that is pertinent to the investigation.

The notice will include statements that the Respondent is alleged not responsible for the alleged conduct; the Complainant is alleged to have brought forward the complaint in good faith; and a determination concerning responsibility is made at the conclusion of the complaint resolution process.

Phase 2: Investigator's appointment

The Title IX Coordinator will designate one or more investigators, which will be responsible for conducting the investigation process related to this Policy. Title IX investigators are members of PHSU community (academic and administrative staff), trained in case management, investigation process and issues related to gender-based discrimination and sexual harassment. Both parts, the Complainant, and the Respondent, has the opportunity to request the inhibition of one or more investigators. This request must present reasonable, articulable grounds to suspect bias, conflict of interest, or an inability to be fair and impartial on the part of the investigator. If the request is approved, a new investigator will be appointed.

Phase 3: Advisor's appointment

Complainants and Respondents may be accompanied, if requested, by a hearing advisor, as codified into law in 2020. Prior to August 14, 2020 parties were afforded the opportunity to bring a Title IX Advisor, but the role of the Title IX Advisor has changed. Complainants and Respondents may choose not to have an advisor during the investigative process. However, Complainants and Respondents must have an advisor during the live hearing.

The Title IX Advisors will:

- accompany a Complainant or Respondent to meetings with investigators.
- review evidence and investigation reports.
- cross examine the opposing party during a live hearing (questions provided by Complainant or Respondent);
- ensure that do not have a conflict of interest.

The Title IX Advisors **will not:**

- be responsible for developing the questions asked during a live hearing.
- act as a legal counsel.
- speak on behalf the Complainant or Respondent.
- Ask cross examination questions not requested by the Complainant or Respondent.
- Determine a finding of responsibility for any other University policy.

Phase 4: Information Gathering

The investigator(s) gathers information related to the allegations. This information may include: documents, electronic materials (text messages, e-mails, phone logs, social media post, etc.), video and audio recordings, interviews with the Complainant, the Respondent, and witnesses. The Complainant and Respondent are each provided an opportunity to interview and provide information to the investigator(s). Also, both will have the opportunity to provide the names of witnesses for the investigator to interview.

Generally, the investigator(s) will meet with each party and each witness separately and may hold multiple meetings with a party to obtain all essential information. The parties may submit supplementary materials or information to the investigator(s) at any time before the conclusion of the investigation. In all cases, both the Complainant and Respondent will have equal opportunities to share information and have their information considered. The Complainant, Respondent, and witnesses should be advised that for their statements to be considered, they must participate in the live hearing.

Phase 5: Information Review

During this phase, the Complainant, the Respondent, and the advisors will each be provided an opportunity to review and respond to the information that the investigator has gathered. The investigator will review, weigh, and analyze the information to determine whether it was “more likely than not” that alleged conduct occurred.

Phase 6: Investigative Report

After the period for the parties to provide any written response to the evidence has terminated, the investigator(s) will create a written investigative report that fairly recapitulates the relevant evidence collected (both inculpatory and exculpatory). The Title IX Office will provide a copy of the investigative report to each party and each party’s advisor, if any, in either electronic or hard copy form. **The investigators will not make determinations of responsibility in the investigative report.**

Phase 8: Hearing Process

The Title IX Final Rule adds provisions to the “live hearing” requirement for postsecondary institutions. Live hearings are NOT civil or criminal legal proceedings. They are internal investigative processes and have only internal administrative repercussions. Court rules do not apply in these proceedings, therefore no lawyers or people external to the process will be allowed to attend.

The Title IX Coordinator will see that the decision maker is provided a copy of the investigative report and a copy of all evidence transmitted to the parties by the investigator(s). At PHSU the Vice President of Students Affairs is appointed as the decision maker.

At the live hearing, the decision-maker(s) must permit each party’s advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including that challenging credibility. Therefore, only relevant questions may be asked of a party or witness.

Live hearings will be conducted virtually. All parties, witnesses, and other participants may appear at the live hearing virtually. PHSU will create an audio or audiovisual recording, or transcript, of any live hearing. Live hearings are closed to the public.

At any point after a formal complaint has been filed with the Title IX office, parties may engage in an “informal resolution” process. If the matter is not settled through informal resolution, the matter may proceed to a hearing. Informal resolution will not be allowed in cases where the

Respondent is a faculty or staff member. An informal resolution is never appropriate in cases of alleged sexual assault or physical violence.

Phase 9: Adjudication

The Decision-maker is tasked with evaluating and analyzing all relevant information in the Investigation Report and the information presented by the parties in the hearing process. The Decision-maker determines whether a violation of Policy occurred based on the preponderance of evidence standard.

Phase 10: Outcome's notification

The Title IX Office will send a formal written communication to both, the Complainant, and the Respondent. The communication includes information about the result of the investigation, the hearing process, and the decision-maker determination related to the allegations. This notification must include whether the school found that the sexual violence incident took place, the types of remedies that are being offered, and any sanctions that are being imposed on the perpetrator.

It must also include any other steps the school is taking to eradicate the hostile environment and prevent it from occurring again. The perpetrator, however, should not be informed of the specific remedies being offered to the Complainant.

Sanctions

A violation of this policy may result in remedial action, which can include: discharge, discipline, suspension, additional training, counseling, reassignment of supervisors, expulsion or termination, among others from the University. To determine the appropriate sanction within the recommended outcomes, the following factors are taken in consideration:

- The Respondent's prior discipline history
- the nature and violence of the conduct at issue
- the impact of the conduct on the Complaint
- the impact of the conduct on the community, its members, or its property
- any other mitigation or aggravating circumstances.

If the Respondent has engaged in the same or similar conduct in the past, the sanction will be expulsion.

Appeal

If the compliant or the Respondent are dissatisfied with the final determination made under this Policy, that person may file an appeal to the Chancellor or designee. The appeal should be filed in writing to the Chancellor and the Title IX Coordinator within 5 business days of receiving the outcomes letter notification.

The grounds for the appeal will usually be limited to:

- New evidence, not available at the time of the initial review.
- Any procedural irregularity that affected the outcomes of the investigation.

The appeal review should be completed within 20 business days unless there is a cause for extension, including University breaks. The appeal decision will be provided by the Chancellor in writing and the appeal decision is final.

Information and Community Support Services

Whether or not the victim chooses to file an official concern, a victim of sexual misconduct or sexual assault, PHSU encourages the victim to obtain information, support and counseling, both on and off campus. Information, support and advice are available (see resources below) for anyone in PHSU community.

Campus Resources

PHSU Professional Counseling Services

José Soto-Franceschini, PhD, LPC

787-840-2575 Ext. 5852

jsoto@psm.edu

Soniamarie Lugo-Laracuente, M. Ed, LPC

787-840-2575 Ext. 4745

slugo@psm.edu

Grace M. Morales Mercado, MSS, LRC

787-840-2575 Ext. 5733

gracemorales@psm.edu

PHSU Security Department / Guards

Rosanne West

787-840-2575 Ext. 2118

rwest@psm.edu

Humans Resources Department

Susan Hemmer

833-489-1462 Ext. 1023

shemmer@psm.edu

Aixa E. Ramos, PHR

787-840-2575 Ext. 4767

aramos@psm.edu

St. Louis Campus Director

Stefani Schuette, Ed.D.

636-399-3908

sschuette@psm.edu

Community Resources for Main Campus and San Juan Learning Center

Centro de Ayuda a Víctimas de Violación

14 St. Ponce, PR 00716

787-290-3636 / 787-842-3315

Casa Protegida Julia de Burgos – Ponce

PO Box 362433

San Juan PR, 00936-2433

787-284-4303

Puerto Rico Police Department

Playa de Ponce

Ponce PR, 00728

787-842-0080

Damas Hospital

Ponce By Pass 2213

Ponce PR, 00717

787-840-8686

Línea PAS (24/7 Services)

1-800-981-0023

Community Resources for St. Louis Campus

St. Louis Regional Sexual Assault Center (YWCA)

314-531-7273 (24-hour access)

<https://www.ywcastl.org/what-were-doing/womens-resource-center>

Alternatives to Living in Violent Environments (ALIVE)

314-993-2777 (24-hour access/crisis line)

<https://alivestl.org/>

Crime Victims Advocacy Center

314-652-3623 (24-hour access)

<https://www.supportvictims.org/>

Legal Advocates for Abused Women

314-664-6699

<https://www.supportvictims.org/legal-advocates-for-abused-women>

RAINN (Rape, Abuse & Incest National Network)

1-800-656-HOPE (4673) (24-hour access)

www.rainn.org

LGBT Counseling St. Louis

314-602-5534

www.lgbtcounselingstl.com

St. Louis Metro Trans Umbrella Group

<https://www.stlmetrotrans.org/>

Life Crisis

314-647-4357

Safe Connections

Crisis Hotline: 314-531-2003, Deaf or Hard of hearing dial (711)

Counseling & Support Services:

314-646-7500

www.safeconnections.org

Bridgeway Sexual Assault Center Hotline

(877) 946-6854

<https://www.bridgewaybh.com/sexual-assault-services/>

Provident Life Crisis Hotline

314-647- HELP (4357)

1-800-273-TALK (8255)

<https://www.providentstl.org/crisis-intervention/247-crisis-hotline/>

Saint Martha's Hall

(domestic violence shelter)

314-533-1313

www.saintmarthas.org

Kathy J. Weinman Shelter for Victims of Domestic Violence

314-423-1117

www.friendsofweinman.org

Legal Services of Eastern Missouri

314-534-4200

Immigration Law Program

314-256-8756

www.lsem.org

For more information about sex discrimination, sexual harassment (including sexual violence) or sexual misconduct, please contact:

Title IX Coordinator

Jonaira Arroyo, M.Ed., CPL

PO Box 7004 • Ponce PR, 00732-7004 787-840-2575 Ext. 5734

jarroyo@psm.edu

Amendments

An amendment to this policy may be recommended by the Title IX Coordinator based on regulatory changes of the Title IX DOE guidelines. The Institutional Management Committee will have the responsibility to approve the recommendations for amendments.

Repeal and Validity

This policy does not repeal the provisions established by other policies such as the **Unprofessional Behavior Policy**, the **Honor Code**, the **Mistreatment Policy**, the Interpersonal Abuse Policy, among others, but rather offers specific provisions to comply with the Title IX mandatory provisions for schools participating in Title IV funds programs.

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 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 those students, interns and resident 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 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.

Teachout Policy

LAST REVISED: September of 2014

REFER QUESTIONS TO: *Chancellor*

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 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 accreditations. 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 Chancellor, 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 Chancellor. 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 Chancellor and, in the case of the institution closing, the Accreditation Liaison Officer of the pending decision. The Chancellor 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 Chancellor 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 Chancellor and help facilitate the Chancellor presentation on the change to the President and the University Board of Directors.

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

Affected Groups

- a. Prospective students with active applications awaiting admission decisions to a degree program should be immediately advised to seek alternative programs by the appropriate unit, generally the academic department or program. Prospective students should be given as much time as practicable to seek alternative opportunities. The academic department or program also should immediately suspend admission of new students.
- b. Prospective graduate students are those who have active applications awaiting admission decisions to an affected degree program. As soon as the decision to terminate is made, the appropriate unit, generally an academic department or program, should immediately suspend admission of new students and advise students who have already been admitted that they must complete the degree program within a teach-out period. The graduate degree must be completed within the teach-out period. Such students must meet the minimum credit hour requirements for the degree.
- c. Graduate students currently enrolled in a terminated degree program should be given an opportunity to complete their degree programs. Departments and programs should work with such students to develop a strategy for completion within the teach-out period. Programs should be as flexible as possible in facilitating and allowing currently enrolled graduate students to complete their degree program. Such students must meet the minimum credit hour requirements for the degree.

- d. Graduate students previously admitted into a terminated educational or degree program who are not currently enrolled shall have their requests for readmission made on a case-by-case basis. At a minimum, the decision to readmit shall consider the ability of the department or program to offer needed courses within the teach-out period and the student's previous performance within the terminated educational program.
- e. Graduate students currently enrolled in a terminated certificate program should be given an opportunity to complete their certificate. Departments and programs should work with such students to develop a strategy for completion within the teach-out period. Students should expect to take enough courses each semester, including summers, to enable them to complete all requirements within the teach-out period. The teach-out period will continue for no more than two academic years following the date of which notice of termination is given to students. The teach-out period will vary by certificate program and must be determined by the department and college with approval of the Chancellor. 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 the students are expected to complete the program no later than spring 20xx. Because the Department will continue to offer most 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 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 ensure that the time, effort, and resources you have already devoted to your PHSU education produce the results you want. We are committed to serving you and helping you complete your degree.

Sincerely,

XXX, Dean

I have received and read the above letter.

Student Signature

Date

D: Sample Not Formally Admitted and Transfer Student Notification Letter

Subject: Not Formally Admitted and Transfer Student Notification Letter

Dear Mr. x:

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

The Department is in the process of merging 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 programs 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								

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:

admissions@psm.edu

787-840-2575, extension 5742

Registrar

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

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

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

Certifications

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

Transcripts

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

1. Students who need official transcripts of their record for personal use or official use must fill a transcript request form at the Registrar's Office and must pay a fee for each copy at the Finance Office. The Registrar's Office requires five working days for processing the transcript request. No transcripts will be sent 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 Executive Director of Student Affairs. The prime objective of the OSFA is to assist the students in reaching their educational career goals by providing information and technical assistance on the various sources of student financial assistance programs.

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

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

Financial Needs Analysis

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

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

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

Awarding Funds: Upon the review of the application and documents received, the Staff of OSFA determines the educational need of each applicant. The next task 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). (This requirement will not be in effect for 2021)
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. Some fund-raising activities are being 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 Direct Loans

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

3. Aggregate Amount of Loans

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

4. Graduate Plus Loan

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

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

5. Alternative Loans

Students who are not eligible for Title IV funds may use other alternative loans. There are several alternative loans programs for 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 who are denied financial aid may appeal the decision as follows:

- Submission of a written request for an interview with the Director of OSFA to review the awarding process.
- If not satisfied with the explanation, the student is referred to the Vice President 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. Scholarships/Grants
 - [Financial Aid Information](#)
 - [Scholarship Services](#)
 - [Grants - Fellowships, etc](#)
2. Government Information
 - [Scholarships, loans, grants, etc.](#)
 - [Grants](#)
3. Professional Health Organizations
 - [Medicine](#)
 - [Public Health](#)
 - [Psychology](#)
 - [Biomedical Sciences](#)

Student Affairs

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

The main goal of the Student Affairs Office is to assist the students in addressing many of their personal and psychological needs 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.

Tutoring Services

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

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

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

All tutoring services are free of charge for PHSU students.

Alumni

Alumni Relations

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

The Foundations of the Alumni Relations Division

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

Vision

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

Guiding Principle

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

Contact or Update Your Alumni Record

Quetsy M. Robles

Alumni Relations Coordinator

Office: 787-840-2575 Ext. 4704

Cell: 939-227-7740

Student Activities

Eligibility for Extracurricular Activities

Students may organize extracurricular activities. However, written permission from the Office of Student Affairs must be obtained prior to the activity. The Executive Director of 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 based on overall scholarship and character demonstrated throughout their years of studies. It is the highest honor that can be conferred on a student by the faculty.

Academic Programs and Courses

Doctor in Medicine (MD)

Mission

To 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's degree (BS or BA)

Ordinarily, four years of undergraduate education are necessary to prepare for entrance into medical school; however, special programs (e.g., combined baccalaureate-M.D. programs) may allow this to be reduced. General education that includes the social sciences, history, arts, and languages is increasingly important for 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. 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

Course Title	Credits
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 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 required a secondary application; the following documents will be requested after the AMCAS application is received at the Admissions Office:

1. US\$85 Application Processing Fee (Check or Money Order payable to Ponce Health Sciences University). Non-refundable.
2. Official Transcript (s) – You must send an official copy directly to the Admissions Office. These are besides the one(s) you sent to AMCAS. If at 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. Interfile or Virtual Evals (VE)
 - c. Regular Mail: Make sure your letter author has a copy of the AMCAS Letter Request Form, which includes your AAMC ID and AMCAS Letter ID. Your letter writer should include this form when sending your letter 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 electives 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 summertime.
- 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 Executive Director of 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, Chancellor, and the Executive Director of 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: [Tuition's & Fees](#)

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 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 II	5
ANA 605	Histology & Cell Biology	4	PSY 610	Behavioral Science	3
MED 630	Clinical Correlation I	2	MED 631	Clinical Correlation II	1
PHY 692	Physiology I	4	PHY 694	Physiology II	4
FCM 719	Community Medicine & Geriatrics	2	FCM 720	Community Medicine & Health Promotion	2
IHD 919	Interprofessional Perspectives in Health Disparities	1	MIC 642	Microbiology I	4
			MED 635	Medical Ethics	2
TOTAL		27	TOTAL		26

Total Credits: 53

Second Academic Period Duration: 40 weeks

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
MED 732	Introduction to Clinical Skills I	4	MED 733	Introduction to Clinical Skills II	1
FCM 721	Family & Community Medicine	2	FCM 722	Epidemiology & Biostatistics	2
MED 734	Fundamental Pathophysiology for Clinical Medicine I	3	MED 735	Fundamental Pathophysiology for Clinical Medicine II	3
PAT 761	Pathology I	5	PAT 762	Pathology II	4
			ICP 080	Introduction to Clinical Practice	2
			SKD 090	Skills Development	1

FIRST SEMESTER			SECOND SEMESTER		
CODE	COURSE TITLE	CREDITS	CODE	COURSE TITLE	CREDITS
TOTAL		25	TOTAL		20

Total Credits: 46

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
RAD 902	Radiology	RAD 902	Radiology	40	1
TOTAL	26 CREDITS	TOTAL	26 CREDITS		53

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
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 2-or-4 Weeks Electives	ELE 976	Electives 2-or-4 Weeks Electives	24	30
	**Maximum Unscheduled Time		**Maximum Unscheduled Time	8	10
TOTAL	30 CREDITS	TOTAL	25 CREDITS		55

CODE	COURSE TITLE	Weeks	CREDITS
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SKD 091	Remedial: Basic Sciences Review	20	3
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*All required rotations must 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 knowledgebase 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. 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 to be able to independently formulate hypotheses, design experimental approaches, analyze data effectively, provide critical evaluations and reach reasonable conclusions.
 - b. Develop basic and advanced technical research skills through intensive participation in hands-on courses, research activities and workshops.
 - c. Demonstrate proficiency in carrying out competitive and independent research
3. Professionalism: Students must demonstrate a commitment to carrying out professional responsibilities and to abide by ethical principles.

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

Admissions Requirements

The applicant must comply with the following:

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

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

2. Have a minimum overall GPA of 3.0 (on a four-point scale)
3. Interview with members of the Admissions Committee
4. Complete a writing sample
5. Submit the following documents:
 - a. Official undergraduate transcript 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\$85.00 (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 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
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

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 Chancellor.
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 students receive 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 Executive Director of Student Affairs will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

If an adverse decision is made due to non-academic reasons and the Dean of Medicine sustains the decision after the appeal process, the student may appeal to the Chancellor 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 Executive Director of Student Affairs shall have primary responsibility for overseeing this policy and will provide all students a copy of this document upon admission to Ponce Health Sciences University School of Medicine.

The President, Chancellor, and the Executive Director of 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: [Tuition's & Fees](#)

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
BCH 615	Biochemistry and Medical Genetics	4
BSG 773	English Scientific Writing	3
BSG 610	Introduction to Biomedical Research	1
BSG 775	Seminar	1
BSG 671	Laboratory Rotation	2

First Year – Semester II

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

Summer I

Code	Course Title	Credits
ANA 615	Histology and Cell Biology	5

Second Year – Semester I

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

Second Year – Semester II

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

Summer II

Code	Course Title	Credits
	Proposal Defense (or by October 15 th)	0

Third Year – Semester I

Code	Course Title	Credits
DEP 798	Introduction to Thesis Research	2
	Special/Advanced Topics & Electives*	2
DEP 771	Teaching Practicum	2
IHD 976	Inter Professional Perspectives in Health Disparities	1

Third Year – Semester II

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

Fourth Year – Semester I

Code	Course Title	Credits
DEP 799	Thesis Research	3

Fourth Year – Semester II

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

Fifth Year Semester I

Code	Course Title	Credits
DEP 799	Thesis Research	3

Fifth Year Semester II

Code	Course Title	Credits
	Dissertation	

Total Credits: 70

Subject to student's needs

Elective Courses

PHS 1756	Psycho educational Assessment and Professional Consultation in Academic
PHS 1757	Advanced Projective Assessment. (3)
PHS 1764	Psychotherapeutic and Systemic Interventions with Children and Adolescents (2)
PHS 1772	Program Development and Administration in Mental Health (2)
PHS 1785	Clinical Psychology in the General Hospital Setting (1)
PHS 1788	Advanced Projective Assessment Practicum (0)
PHS 1800	Independent Study (Up to six credits per project)
PHS 1804	Teaching Psychology Laboratory (30 hours)
PHS 1811	Anatomy and Physiology for Professional Psychologists (3)
PHS 1812	Anatomy Laboratory (1)
PHS 1814	Psychology of Addictions (2)
PHS 1816	Integrated Behavioral Healthcare (2)
PHS 1818	Clinical Health Psychology (2)
PHS 1824	Structural Equation Modeling (2)
PHS 1825	Partial Least Squares based Structural Equation Modeling (2)
PHS 1833	Fundamentals of Social Determinants of Health (2)
PHS 1835	Psychology and Poverty (2)
PHS 1836	Psychology of Gender (2)
PHS 1838	Psychology of Sexual Orientation and Gender Diversity (2)

PHS 1839	Child Maltreatment (2)
PHS 1840	Integrated Sexual and Gender Affirmative Interventions (2)
PHS 1845	Sports Psychology (2)
PHS 1847	Neuropathological Conditions (2)
HS 18480	Antisocial Personality Disorder and Sexual Deviant Behaviors (2)
PHS 1849	Forensic Psychological Assessment (3)
PHS 1851	Neuropsychological Assessment (3)
PHS 1865	Autism: Contemporary Theories and Intervention Models (2)
PHS 1867	Dialectical Behavioral Therapy (2)
PHS 1868	Advanced Family Therapy (2)
PHS 1870	Studies in Human Sexuality (2)
PHS 1871	Forensic Psychology (2)
PHS 1873	Psychology and Public Policy (2)
PHS 1874	Geriatric Psychology (2)
PHS 1875	Neuropsychological Rehabilitation (2)
PHS 1878	Brain, Psyche and Psychopathology (2)
PHS 1881	Advance Clinical Practicum I (Above 60 hours)
PHS 1882	Advance Clinical Practicum II (Above 60 hours)
PHS 1883	Advance Clinical Practicum III (Above 60 hours)
PHS 1884	Advance Clinical Practicum IV (Above 60 hours)
PHS 1885	Advance Clinical Practicum I (Above 60 hours)
PHS 1888	Advanced Clinical Practicum: Clinical Health Psychology (Above 60 hours)

Course Descriptions

ANA 615 Histology and Cell Biology (5)

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

BCH 611 Biochemistry and Medical Genetics (10)

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

BSG 645 Biostatistics (3)

The course introduces the fundamentals of statistics applied to research including basic statistical principles, calculation of summary statistics and various 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 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 must schedule the presentation at the office of the Biomedical Sciences Program.

DEP 671/672/673 Rotations (4)

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

DEP 771 Teaching Practicum (2)

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

DEP 799 Thesis Research (12)

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

MIC 601 Microbiology I (4)

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

PHY 701 Physiology (8)

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

PHA-791 Pharmacology (8)

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

Master of Science in Medical Sciences (MSMS)

Program Description

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

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

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.
8. US\$85 Application Processing Fee (Check or Money Order payable to Ponce Health Sciences University). Non-refundable.

How to Apply

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

Applicants must submit the following documents:

- Official 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 \$85
- 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 42 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 Executive Director of 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, Chancellor, and the Executive Director of Student Affairs, as well as the Dean of Medicine, Associate Dean for Medical Education, Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policy here set forth.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition's & Fees](#)

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 knowledgebase 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 ascribed to the Practitioner/Scholar model of training in professional psychology. The program's curriculum is competency-based emphasizing on the development of the clinical competencies used by practicing and academically oriented Clinical Psychologist and these are consonant with APA accreditation standards. The curriculum is implemented in a lock-step manner allowing students to acquire these clinical competencies in a graded and sequential manner. Therefore, the student progresses from an entry level through an intermediate level up to the advanced level of competencies achieved upon completing the academic program and the one-year full-time clinical internship.

Program Goals

The goals of the PsyD Program are:

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

Admissions Requirements

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

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

Course Title	Credits
General Psychology	3
Developmental Psychology	3

Statistics	3
Abnormal Psychology (Psychopathology)	3
Experimental Psychology or Research Methods	3

2. GPA - 3.00 or above (on a four-point scale)
3. 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 \$85 (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 several courses and practicum that are not substituted with courses or practicum transferred from other institutions unless the student demonstrates specific competencies in such areas. However, many of the elective courses may be waived based upon the number of credits transferred. This will allow students who enter with a master’s degree to complete the academic portion of the program faster, allowing them more time to work on their Dissertation or Case Study and to complete the 12 months internship.

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

1. Written confirmation of acceptance 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 obtained personally at our Admissions Office.

Graduation Requirements

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

1. Approve all required and elective courses, as well as all practicum and seminars while maintaining a good standing in the University. A minimum of 86 credits is needed to satisfy the academic requirements. Additionally, the student will complete all required clinical training hours and a 2000 pre-doctoral internship hour. The doctoral dissertation and the pre-doctoral internship do not carry credit value as they are computed by the hour.
2. Successfully complete 1100 hours of clinical practice during the first 6 semesters of the program as follows:
 - a. 2 hours per week for 25 weeks of the first and second semester of the first year attending PSY 5810/5820 for a total of 50 hours per semester.
 - b. 2 hours each week of the first and second semester of the second year attending didactic sessions (PSY 6830 / 6850) and 8 hours per week of direct clinical contact during 25 weeks for a total of 250 semester hours.
 - c. 2 hours each week of the first and second semester of the second year attending didactic sessions (PSY 7860 / 7870) and 8 hours per week of direct clinical contact during 25 weeks for a total of 250 semester hours.

3. Approve the Comprehensive Examination offered by the end of the second year and the Clinical Practice Examination (CPX) to be taken by the end of the third year.
4. Complete 2000 hours of a doctoral internship. The internship may be completed in 40 hours per week during a 12-month period (Full Time) or 20 hours per week in a 24-month period (Half Time).
5. Present a research project (doctoral dissertation) directly related to the field of Psychology, preferably, on a topic related to Professional Psychology, or an Intensive Case Study.

Grading System

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

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

Letter	Grade
A	100% - 90%
B	89% - 80%
C	79% - 70%
F	Failed (below 70%)
E	Extended
I	Incomplete
IP	In Progress
P	Pass
NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal

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

Satisfactory Academic Progress

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

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

General Requirements

1. Time Frame for completion of the Academic Program

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

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

Program	Standard	Maximum
Clinical Psychology Doctorate	5 years	8 years

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

2. Completion of Program Requirements

- a. **Course Requirement**
Students must complete all courses within the established time frame. The Program requires a total of 86 credits.
- b. **Performance Requirement**
A student must complete each academic year with a minimum grade point average of 3.00. Any student failing to meet this standard of performance will be referred to the Students Promotion Committee.
- c. **Comprehensive Examination Requirement**

- A Comprehensive Examination must be taken upon completion of the second academic year. A passing score in the exam is a requirement for candidacy to the Doctoral Degree.
- d. Clinical Practice Examination (CPX)
Approval of the Clinical Practice Examination is required upon completion of the last academic year before the Clinical Internship.
 - e. Doctoral Dissertation Requirement
A Doctoral Dissertation with oral defense is required for graduation.
 - f. Professional Behavior Requirement
The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University, the corresponding accreditation agencies, and the Clinical Practice Manual of the PsyD. Program.

Grade Requirement

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

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

If an adverse decision is made due to non-academic reasons and the SBBS's Dean sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affairs. Any additional appeal should be submitted to the PHSU President.

Reinstatement of Financial Aid

Financial Aid eligibility is contingent upon satisfactory academic progress. It is the student's responsibility to request reinstatement of financial aid.

Enforcement

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

The President, the VP for Academic Affairs, and the VP for Student Affairs, as well as the Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policies set forth.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition's & Fees](#)

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
PSY 5270	History of Psychological Thought	2
PSY 5140	Neurobiology & Psychology of Emotion & Motivation	2
PSY 5150	Human Growth and Development	3
PSY 5220	Psychology of Personality	3
PSY 5810	Introduction to Clinical Practice	0
PSY 6250	Test Construction	2
IHD 919	Interprofessional Perspectives in Health Disparities	1
Total		13

First Year Semester II

Code	Course Title	Credits
PSY 5110	Fundamentals of Neuroscience	3
PSY 5120	Neuroanatomy Laboratory	2
PSY 5230	Cognitive Psychology	3
PSY 5730	Ethics in Professional Psychology	2
PSY 5410	Fundamentals of Clinical Psychopathology	2
PSY 5820	Fundamentals of Clinical Interventions & Emergency Psychology	0
PSY 6860	Intro to Psychological Assessment and Testing	2
Total		14

Second Year Semester I

Code	Course Title	Credits
PSY 6870	Psychotherapy Seminar	1
PSY 6200	Applied Research for Psychologists	2
PSY 6600	Behavior Modification: Theory & Practice	2
PSY 6520	Cognitive Assessment	3
PSY 6810	Cognitive Assessment Practicum	0
PSY 6450	Mood and Anxiety Disorders	3
PSY 6850	Conceptualization and Intervention Planning	0
PSY 5180	Principles of Psychoneuroimmunology	1
Total		12

Second Year Semester II

Code	Course Title	Credits
PSY 6620	Cognitive and Cognitive – Behavioral Therapy	2
PSY6580	Projective Assessment of Personality	2
PSY 6880	Practicum Projective Personality Assessment	0
PSY 7670	Family Therapy and Systemic Intervention	2
PSY 8320	Social Bases of Behavior	3
PSY 6670	Short-Term Psychotherapy	2
PSY 6830	Psychotherapeutic Techniques	0
	Comprehensive Examinations	
Total		11

Third Year Semester I

Code	Course Title	Credits
PSY 7720	Program Development and Administration in Mental Health	2
PSY 6480	Psychopathological Disorders in Children and Adolescents	2
PSY 7860	General Clinical Practice: Integration I	0
PSY 6230	Qualitative / Quantitative Methods & Descriptive Statistics	3
PSY 7240	Research Practicum: Data Collection & Data Analysis	0
PSY 8140	Psychology of Addictions	2
Total		9

Third Year Semester II

Code	Course Title	Credits
PSY 7660	Group Processes and Group Psychotherapy	2
PSY 7470	Personality and Psychotic Disorders	3
PSY 7170	Clinical Psychopharmacology	2
PSY 6570	Objective Assessment of Personality	3
PSY 7870	General Clinical Practice: Integration II	0
PSY	Elective	2
	Clinical Practice Examination	
Total		12

Fourth Year Semester I

Code	Course Title	Credits
PSY 7310	Racial, Ethnic and Cultural Diversity	3
PSY	Elective	3
PSY	Elective	2
PSY 8260	Doctoral Dissertation	0
Total		8

Fourth Year Semester II

Code	Course Title	Credits
PSY 7730	Supervision and Consultation	3
PSY	Elective	2
PSY	Elective	2
PSY 8260*	Doctoral Dissertation	0
Total		7

Fifth Year Semester Internship I

Code	Course Title	Hours
PSY 9000	Predoctoral Internship	1,000

Fifth Year Semester Internship II

Code	Course Title	Hours
PSY 9000	Predoctoral Internship	1,000

Elective Courses

- PSY 7190 The Practice of Psycho –Oncology with Children and Adults (2)
- PSY 7560 Psychoeducational Assessment and Consultation (3)
- PSY 7570 Advanced Projective Assessment (3)
- PSY 7640 Psychotherapeutic and Systemic Interventions with Children and Adolescents (2)
- PSY 7650 Post Modern & Solution Oriented Therapies (2)
- PSY 7850 Clinical Psychology in the General Hospital Setting (1)
- PSY 7880 Advanced Projective Assessment Practicum (0)
- PSY 8000 Independent Study (up to 6 credits per project)
- PSY 8110 Anatomy and Physiology for Professional Psychologists (3)
- PSY 8120 Anatomy Laboratory (1)
- PSY 8160 Integrated Behavioral Healthcare (2)
- PSY 8180 Clinical Health Psychology (2)
- PSY 8190 Functional and Correlational Neuroanatomy (2)
- PSY 8330 Fundamentals of Social Determinants of Health (2)
- PSY 8350 Psychology and Poverty (2)
- PSY 8360 Psychology of Gender (2)
- PSY 8380 Psychology of Sexual Orientation and Gender Diversity (2)
- PSY 8390 Child Maltreatment (2)
- PSY 8400 Integrated Sexual and Gender Affirmative Interventions (2)
- PSY 8450 Sports Psychology (2)
- PSY 8470 Neuropathological Conditions (2)

- PSY 8480 Antisocial Personality Disorder and Sexual Deviant Behaviors (2)
- PSY 8490 Forensic Psychological Assessment (3)
- PSY 8510 Neuropsychological Assessment (3)
- PSY 8650 Autism Spectrum Disorders: Contemporary Theories and Intervention Models (2)
- PSY 8670 Dialectical Behavioral Therapy (2)
- PSY 8680 Advanced Family Therapy (2)
- PSY 8700 Studies in Human Sexuality (2)
- PSY 8710 Forensic Psychology (2)
- PSY 8740 Geriatric Psychology (2)
- PSY 8750 Neuropsychological Rehabilitation (2)
- PSY 8780 Brain, Psyche and Psychopathology (2)
- PSY 8790 Contemporary Psychoanalytical Therapy (2)
- PSY 7810 General Clinical Practicum. Second Year Summer
- PSY 8810 Advanced Clinical Practicum I. Third Year Summer (0)
- PSY 8820 Advanced Clinical Practicum II. Fourth Year Year (0)
- PSY 8830 Advanced Clinical Practicum III. Fourth Year (0)
- PSY 8840 Advanced Clinical Practicum IV. Fifth Year (0)
- PSY 8850 Advanced Clinical Practicum V. Fifth Year (0)
- PSY 8880 Advanced Clinical Practicum: Health Psychology (250 hours)

Course Descriptions

PSY 5270 History of Psychological Thought

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

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

PSY 5140 Neurobiology and Psychology of Emotion and Motivation

This course explores the basic dimensions involved in the understanding of emotional processes: neurobiological, cognitive/psychological, and social. It begins with an analysis of the neural structures that underlie and subserve emotional processes. Once this information is mastered, the student is exposed to the main psychological theories that explain the interaction between appraisal of external situations and the biological (emotional) reactions to the nervous system to such evaluations. The classical as well as the contemporary theories of emotion will be explored. The course also explores the neurobiology of motivation and the behavioral manifestations of motivated behavior. The main psychological theories of motivation are also explored 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 Psychology will be covered through this course. Emphasis is given to the holistic theories of personality and their clinical application. However, many of the issues studied by Trait Psychologist and constructs utilized to describe and explain human behavior by Social Psychologist and Social Learning Theorists will be addressed also including locus of control, attribution, neuroticism, field dependence, etc. Other concepts emanating from depth and personality-developmental psychology will be discussed in detail. The course attempts to develop the capacity to apply such theories and construct to everyday life and to clinical situations. During the process of learning about human personality, the student will become familiarized with several scales and tests that are utilized to measure various personality variables.

PSY 5810 Introduction to Clinical Practice (50 hrs.) Year I: First Semester

This is the first of a series of 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 refer of the clinical implications of various endogenous and exogenous abnormalities such as genetic and neurodevelopmental variations and morphological abnormalities. The sensory, motor and arousal systems will be examined in detail as well as those subcortical and cortical functions most related to psychological and behavioral processes.

PSY 5120 Neuroanatomy Laboratory - To be taken concomitantly with PSY 511.

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

PSY 5230 Cognitive Psychology

The study of the diverse psychological systems that allows the human being to gather information/knowledge from his/her internal and external world is the focus of this course. The psychology of sensation, perception, cognition, psycholinguistic and information processing 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 practice offered for the development of assessment and testing skills. The first portion of the practicum focuses on the basic attitudes and skills needed to conduct an assessment. The practicum follows with a presentation of the common assessment techniques with special emphasis on the utilization of data gathering instruments including interview schedules and outlines, assessment scales and brief paper and pencil, thematic and projective techniques.

PSY 6200 Applied Research for Psychologists (2 credits)

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

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

This course serves as an adjunct to the Cognitive and Cognitive-Behavioral Therapy course also to be taken during the first semester of the second year. Its main goal is the development of an advanced understanding of the multiple ways in which behavior may be altered through interactions with the environment. Students will be able to gain a solid working knowledge of Learning Theories as they apply to real life contexts and to clinical settings. The course will introduce the student to the different theoretical traditions of the field. The student will learn the principles of Applied Behavioral Analysis. They will also learn about other technological advances of the field based on Respondent/Classical and Social Learning approaches. By the end of the course the student will be able to design a behavior modification program for a particular problem or situation.

PSY 6520 Cognitive Assessment (3 Credits) Prerequisite: PSY 625

After exploring some of the basic theoretical and psychometric issues surrounding the “intelligence” construct, the course will examine the evaluation of intelligence and other cognitive functions and academic achievement. The main instruments presented are Wechsler scales (Pre-School, Child, Adult), Test of Non-Verbal Intelligence II and K-ABC. Through this

course and its concurrent Cognitive Assessment Practicum, the student will acquire the necessary skills to administer these test and other psychometric instruments ethically and competently. The course will also concentrate on the scientific method of hypothesis generation, on the type of inferences that may be drawn from these tests and on the different models of data interpretation available through the scientific psychometric literature.

PSY 6810 Cognitive Assessment Practicum (30 hrs.) To be taken concomitantly with PSY 652

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

PSY 6450 Mood and Anxiety Disorders prerequisite: PSY 541

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

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

PSY 6850 Conceptualization and Intervention Planning (250 hrs.) Prerequisite: PSY 683

This is the practicum experience for the second semester of the second year. Once per week, the students will meet with their practicum supervisor to discuss cases and relevant issues related to their experience. At the didactic level this practicum will attempt to develop in the student, conceptualization, and intervention planning techniques. Therefore, the student will develop the capacity to understand clinical cases and to develop a coherent intervention plan through these didactic experiences and case presentations. To achieve these clinical skills the student will be able to integrate the theoretical knowledge and the skills accumulated from

previous practice and theoretical courses with the experiences they are having at their practicum site.

PSY 5180 Principles of Psychoneuroimmunology (1 credit)

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

PSY 6620 Cognitive and Cognitive-Behavioral Therapy

CBT has become one of the main therapeutic approaches utilized by Professional Psychologists. Backed by an impressive body of scientific research, CBT serves as the intervention backbone for many other subspecialties in the field of Clinical Psychology including Health Psychology, Addiction Psychology, Child Therapy, and others. Based upon the extensive literature on Learning Theories, Cognitive Psychology and Behavior Modification, the most effective Cognitive and Cognitive Behavioral therapeutic modalities will be presented throughout this course, e.g., Cognitive Therapies, Rational Emotive Therapy, Multi-modal therapy, Cognitive-Developmental Therapy. Some of the techniques emphasized during the course are: Systematic Desensitization, Behavior Rehearsal, Cognitive Restructuring and Cognitive Restructuring. Multiple behavior and cognitive assessment techniques will be demonstrated and fully covered.

PSY 6580 Projective Assessment of Personality - Prerequisites: PSY 522, 541 and 652

Projective techniques constitute an important component of the Clinical Psychologist armamentarium of diagnostic tests. The newer Rorschach system is one of the most widely utilized of these techniques. This course will focus on the Rorschach method as perceptual-cognitive problem-solving tasks with an incomparable projective potential. Learning the administration and scoring of the Rorschach will be the main objective of the course. The thematic techniques (TAT, CAT) and various Paper-Pencil projective techniques will be presented as secondary and/or alternate personality assessment methods.

PSY 6880 Practicum Projective Personality Assessment (30 hrs.) To be taken concomitantly with PSY 654.

It is the main purpose of this one semester practicum to familiarize the student with the most utilized projective techniques, with primary emphasis on the Rorschach. Most of the time available will be devoted to the development of competencies handling the Rorschach Comprehensive System as developed by John Exner and his associates. The student will also learn the administration, scoring and interpretation of various thematic tests such as the TAT and the CAT. The Hutt Adaptation of the Bender Gestalt will be utilized also, emphasizing its psychodiagnostics more than its neuropsychological characteristics. These tests serve to complement the Rorschach and will be presented as part of the standard personality battery that the student will learn to utilize through this practicum.

PSY 7670 Family Therapy and Systemic Interventions

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

PSY 6230 Qualitative/Quantitative Methodology and Descriptive Statistics - Prerequisite: PSY 620

As a continuation of PSY 620, the student will obtain a more detailed exposure to psychological research methods through this course. Qualitative and quantitative approaches will be compared. The type of statistics applicable to the analysis of data is discussed. The students will utilize statistical computer programs to process data and obtain statistical values. By the end of the course the student will be able to write the methodology section of his/her research project.

PSY 6830 Psychotherapeutic Techniques (250 hrs.)

Students will be placed in a community practicum site during the first semester of the second year. Once per week, the students will meet with their practicum supervisor to discuss cases and relevant issues related to their experience. They will attend the didactic component of the practicum to acquire therapeutic skills based upon the Learning Psychotherapy system. Multiple exercises will be performed by the student in the process of developing a solid and coherent set of readily accessible therapeutic competencies. The student will also share their experiences at their practicum sites and will learn how to integrate the skills learned in class to the work being done with patients.

PSY 6480 Psychopathological Disorders in Children and Adolescents - Prerequisite: PSY 541

A general exploration of the different psychological and neurodevelopmental disorders of childhood and adolescence including Autism, ADHD, elimination and eating disorders, behavioral disorders, affective and anxiety disorders. The main theoretical positions available about each condition will be presented to assist the student to gain an adequate understanding of the underlying dynamics of each condition, in addition 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 utilized non-projective personality assessment techniques. The main emphasis of the course will be on the MMPI-2 and the Million Health and Personality Inventories.

PSY 7860 General Clinical Practice: Integration I (250 hrs.) Prerequisite: PSY 685

During the first semester of the third year the student will be placed in a community site to gain additional clinical experience. They will also have a two-hour didactic session where they will share their experiences with the cases, they see at their practicum site. Through these discussions, the student will develop the capacity to integrate multiple sources of information to help the clients served. The student will integrate information obtained through 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 way the different curative factors of group therapy are activated and maintained during treatment. The role of the therapist is emphasized throughout each topic.

PSY 7470 Personality and Psychotic Disorders - Prerequisite: PSY 645

Through this course the student will be guided through the exiting literature on Personality Disorders to read the theories that best illustrate these complex clinical syndromes. Through this approach the student will be able to compare various approaches to the diagnosis, understanding and treatment of the different types of personality disorders including borderline, antisocial, narcissistic, avoidant, schizoid, schizotypal and others. Various general theoretical orientations created to facilitate the understanding and clinical work with PD patients will also receive special attention including those of Shapiro, Millon, Kernberg and others. The student will obtain a 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 introduces 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 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 meeting the student will be guided toward the completion of his/her dissertation project.

PSY 7730 Supervision and Consultation (3 credits)

This course explores the historical context and the philosophy of supervision. It analyzes the major supervision models and their application to psychotherapeutic and educational/training settings. The differences between the supervisor and consultant role will be explored in the context of the relationship with the supervisee and the consultee. Most common consultation settings for psychologists such as schools and organizations will be emphasized, exploring contemporary strategies and techniques such as coaching and mediation. Students will be given the opportunity to supervise at least one student in their initial clinical practice. Their supervisory work will be monitored and supervised by the course professor. The student will provide a written report on the experience. Other work related to supervision and consultation may be required depending upon the opportunities available in the community and with different organizations.

PSY 9000 Doctoral Internship

This is a 2000-hour per year intensive clinical experience. The student will be placed for 40 hours per week for 12 months (or 20 hours for 24 months) in a clinical setting where opportunities for further grow are abundant. Such work will be closely supervised given that this is the last experiential component of their program.

PSY 7890 Advanced Clinical Practicum: Child and School Psychology. May be taken instead of PSY 787. Requires authorization

This is the module that follows the course on Psychoeducational Assessment and Professional Consultation in Academic Settings. The focus of this practicum is to assist students in integrating the knowledge obtained in that course and in the child psychopathology course to the actual work with students in academic settings. Placements will be in school throughout the southern part of the island.

PSY 8360 Psychology of Gender

An exploration of adult personality development forms the foundation of this course with special reflection on gender differences as identified through relevant research and humanistic literature. The different stages of adult development will also serve as the foundation to explore the psychosocial and psycho-cultural issues that have affected adults in traditional and contemporary societies. The course will address the following topics, among others: choosing

lifestyles and sexual orientation – the GLBT movement; multilateral and multigenerational relationships and connectedness; social roles, work, and community; marriage, pregnancy, mothering and fatherhood, health and health psychology of women and men. Gender issues, gender roles and gender differences will be of primary concern for this course. The psychotherapeutic implications of these issues will be addressed throughout the course.

PSY 8880 Advanced Clinical Practicum: Clinical Health Psychology. (250 hrs.) Prerequisite: PSY 818 Requires authorization

This is an elective practicum that allows students concentrating on Clinical Health Psychology to obtain specialized supervision for the experience they will be having during the semester. The student will be placed in one of the health facilities affiliated to the school through which they will have the opportunity to provide psychological services to medical patients. This Practicum will help the student integrate the theoretical knowledge obtained through the Clinical Health Psychology course with the experience they have at their practicum site.

Doctor of Philosophy in Clinical Psychology Program (PhD)

Program Descriptions

The PhD. Clinical Psychology program of PHSU aims at training clinicians to approach the profession from a scientific perspective and to become competent in the production of new knowledge using scientific methods. PHSU's Ph.D. Clinical Psychology program is based on the Scientist-Practitioner model of professional psychology as articulated by the Boulder Conference of 1949 (Raimy, 1950). Further elaboration and updating of the model were accomplished through the National Conference on Scientist/Practitioner Education and Training for the Professional Practice of Psychology (Belar & Perry, 1992). The Scientist/Practitioner model aims at fostering the development of both research and clinical competencies in the training of Clinical Psychologists. Clinical Psychologists trained within the Scientist/Practitioner model use 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\$85 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 number of credits to be transferred is 24.
3. Students with prior graduate work in a field outside mental health may obtain credit for up to 18 credits depending on the nature of the program attended and the courses taken.
4. The following requirements will guide the evaluation process of those courses submitted for approval.
 - a. Courses need to be relevant to the field of Clinical/Professional Psychology
 - b. 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 practice. PHS 1622 is required during the second semester of first year. During the second year, two additional required research practice may be chosen from PHS 1623 & PHS 1722 (Psychosocial/clinical), or PHS 1723 & PHS1733 (Behavioral Neuroscience). During third year, two additional required research practice may be chosen from PHS 1730 & PHS 1734 (Psychosocial/clinical), or PHS 1735 (Behavioral Neuroscience).
4. Approve the Comprehensive Examination offered at the end of the second year and the Clinical Practice Examination (CPX) to be taken during or after the end of third year.
5. Approval of Dissertation Proposal by the dissertation committee before submitting the internship application.
6. Complete 2000 hours of a doctoral internship. The internship may be completed in 40 hours per week during a 12-month period (Full Time) or 20 hours per week in a 24-month period (Half Time).
7. Approval of the doctoral dissertation, which must be related to the field of Psychology in general or to Professional Psychology in particular. The program also recommends their students to submit their results for publication in a peer review journal. Every student should submit at least one manuscript for publication in a peer review journal during their doctoral program.

Grading System

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

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

Letter	Grade
A	100% - 90%
B	89% - 80%
C	79% - 70%
F	Failed (below 70%)
E	Extended
I	Incomplete
IP	In Progress
P	Pass
NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal

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

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

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

If an adverse decision is made due to non-academic reasons and the SBBS's Dean sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affair. Any additional appeal should be submitted to the PHSU President.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition's & Fees](#)

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
PHS 1624	Introduction to Basic Research	1
PHS 1522	Psychology of Personality	3
PHS 1832	Social Bases of Behavior	3
PHS 1511	Fundamentals of Neuroscience	3
PHS 1541	Fundamentals of Clinical Psychopathology	2
PHS 1581	Introduction to Clinical Practice	0
PHS 1512	Neuroanatomy Laboratory	2
IDH 1919	Interprofessional Perspectives in Health Disparities	1
Total		15

First Year Semester II

Code	Course Title	Credits
PHS 1573	Ethics in Professional Psychology	2
PHS 1625	Test Construction	2
PHS 1582	Fundamentals of Clinical Intervention & Emergency Psychology	0
PHS 1686	Introduction to Psych Assessment and Testing	2
PHS 1524	Cognitive and Affective Bases of Behavior	3
PHS 1515	Human Growth and Development	3
PHS 1518	Principles of Psychoneuroimmunology	1
PHS 1622	Psychosocial/Clinical Research Practice I	0
PHS 1518	Principles of Psychoneuroimmunology	1
PHS 1622	Psychosocial/Clinical Research Practice I or	0
PHS 1619	SPSS and Descriptive Statistics Practicum	1
Total		14

Second Year Semester I

Code	Course Title	Credits
PHS 1687	Psychotherapy Seminar	1
PHS 1645	Mood and Anxiety Disorders	3
PHS 1620	Descriptive and Inferential Statistics	2
PHS 1652	Cognitive Assessment	3

PHS 1681	Cognitive Assessment Laboratory	0
PHS 1683	Psychotherapeutic Techniques	0
PHS 1728	Research Proposal Development and Funding Mechanisms	2
PHS 1623	Psychosocial/Clinical Research Practice II	0
Total		11

Second Year Semester II

Code	Course Title	Credits
PHS 1527	History of Psychological Thought	2
PHS 1662	Cognitive and Cognitive -Behavioral Therapy	2
PHS 1626	Quantitative Research Methods	3
PHS 1657	Objective Personality Assessment	2
PHS 1658	Projective Assessment of Personality	2
PHS 1688	Practicum Projective Personality Assessment	0
PHS 1685	Conceptualization & Intervention Planning	0
PHS 1722 PHS 1723	Psychosocial/Clinical Research Practice III or Behavioral Neuroscience Research Practice I	0
	Comprehensive Examination	0
Total		12

Third Year Semester I

Code	Course Title	Credits
PHS 1731	Racial, Ethnic and Cultural Diversity	3
PHS 1726	Qualitative Research Methods	2
PHS 1721	Advanced Statistics	3
PHS 1786	General Clinical Practice: Integration I	0
PHS 1747	Personality and Psychotic Disorders	3
PHS 1724 PHS 1725	Psychosocial/Clinical Research Practice IV or Behavioral Neuroscience Research Practice II	0
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

Code	Course Title	Credits
PHS 1648	Psychopath Disorders Children and Adolescents	2
PHS 1767	Family Therapy and Systemic Interventions	2
PHS 1787	General Clinical Practice: Integration II	0
PHS 1730/ PHS 1733	Psychosocial/Clinical Research Practice V or Behavioral Neuroscience Research Practice IV	0
	Clinical Practice Examination	
Total		11

Fourth Year Semester I

Code	Course Title	Credits
PHS 1773	Supervision and Consultation	3
PHS	Elective	2
PHS 1826	Doctoral Dissertation	0
Total		5

Fourth Year Semester II

Code	Course Title	Credits
PHS	Elective	2
PHS	Elective	2
PHS	Elective	2
PHS 1826	Doctoral Dissertation	0
Total		6

Fifth Year Semester I - Internship

Code	Course Title	Credits	Total Contact Hours
PHS 1900	Predocutorial Internship*	0	1000
PHS 1826	Doctoral Dissertation	0	0

Fifth Year Semester II - Internship

Code	Course Title	Credits	Total Contact Hours
PHS 1900	DOCTORAL INTERNSHIP*	0	1000
PSY 1826	DOCTORAL DISSERTATION	0	0

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

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

Course Descriptions

PHS 1522 Psychology of Personality

The main personality theories are presented and analyzed through this course. The knowledge about the neurobiological substrate of human behavior gathered through the past decades will provide the foundation for the study of the biological basis of personality including temperament, genetic determinants of behavior, extraversion/ introversion dimensions, among others. After familiarizing the student with these concepts and with some of the relevant literature, the course enters an in-depth exploration of orthodox psychoanalytic theory and into an overview of the main Neo-Freudian theories including Analytical and Individual Psychology of Jung and Adler. Horney's theory is also explored. A general view of Object Relations theory is also provided related to the psychoanalytic movement including the main principles of Melanie Klein, John Bowlby, and Margaret Mahler. The rest of the course explores Trait Psychology (Allport, Eysenck, Costa & 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 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 refer to the clinical implications of various endogenous and exogenous abnormalities such as genetic and neurodevelopmental variations and morphological abnormalities. The sensory, motor and arousal systems will be examined in detail. (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 while such information is provided through PSIC 511. Special attention will be given to those hypothalamic, limbic, and cortical zones that sub-serve the major neurocognitive and neurobehavioral functions. (0 credits) To be taken concomitantly with PSY 511.

PHS 1573 Ethics in Professional Psychology.

All professional activities performed by a Clinical Psychologist involve other individuals who are part of society and who are probably served by an organization. Many ethical situations involve conflictive decision making which intends to protect all participants of the issue. Such interactions and the need to safeguard the needs and rights of those being served in the professional context will be a major component of this course. The nature and types of ethical dilemmas will be examined from a conceptual as well as from an applied perspective. The course will gear around multiple cases that by themselves illustrate the different ethical issues that are most confronted in clinical practice. (2 Credits)

PHS 1625 Test Construction

This course provides the student with a more in-depth exposure to the process of test construction and validation. It intends to foster a better understanding of the psychometric properties of psychological tests and to develop specific skills in the adaptation of different psychometric instruments to populations different from the one for which the test was constructed and standardized. (2 credits)

PHS 1582 Fundamentals of Clinical Interventions and Emergency Psychology.

The course focuses on a detailed discussion of all major psychiatric/psychological emergencies that 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 practice offered for the development of assessment and testing skills. The first portion of the practicum focuses on the basic attitudes and skills needed to conduct an assessment. The practicum follows with a presentation of the common assessment techniques with special emphasis on the utilization of data gathering instruments including interview schedules and outlines, assessment scales and brief paper and pencil, thematic and projective techniques. (2 credits)

PHS 1524 Cognitive and Affective Bases of Behavior

This course covers historical, philosophical, and current research issues that have led to the understanding of cognitive and emotional processes. After an examination of the historical roots of the concepts, the research endeavors that shaped both fields will be explored leading to the

formulation of theory and to the current knowledge about both processes. The study of emotional process will include laboratory demonstration of the research methodology currently used in many laboratories to study one of the major areas of the field, fear conditioning and extinction. Likewise, current research trends in cognitive psychology will be explored. Both areas will be addressed from their biological, social, and psychological perspective. The clinical application of the knowledge and theories on cognition and emotion will be presented wherever 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 psychoneuroimmunology status of the person treated. (1 credit)

PHS 6450 Mood and Anxiety Disorders

This course focuses on the different types of mood/affective disorders including depression, mania, anger, and its multiple clinical and syndrome manifestations. It provides the student with an organized clinical frame of reference to diagnose and differentiate these conditions and the

theoretical background necessary to understand its etiology and clinical course. Implications for psychodiagnosis and treatment will be explored. The major theories explaining depression and some of the other affective disorders will be introduced including Beck Cognitive Theory, Freud's conceptualization of mourning, attachment theories of depression, Learned Helplessness paradigm from Learning theories and others.

The role of anxiety in our lives will provide the foundation for the analysis of the more disturbing anxiety-related syndromes that frequently presents in clinical practice. Generalized Anxiety Disorder, Phobias, Panic Attacks, PTSD, Obsessive Compulsive Disorders, Somatoform disorder and other Anxiety-related syndromes will be explored throughout the course. Clinical manifestations, differential diagnosis and the somatic and psychological treatment approaches to these syndromes will be emphasized. The Neurophysiology of anxiety will be explored together with the somatic interventions utilized to control it. (3 credits) Prerequisite: PSY 541

PHS 1621 Descriptive and Inferential Statistics

The course is designed as an entry level graduate course in statistics and covers inferential statistical techniques to solve applied research problems. Also, the course will provide knowledge and experience in the use of the SPSS program to resolve the basic descriptive and inferential statistical problems. (3 Credits)

PHS 1652 Cognitive Assessments

After exploring some of the basic theoretical and psychometric issues surrounding the "intelligence" construct, the course will examine the evaluation of intelligence and other cognitive functions and academic achievement. The main instruments presented are Wechsler scales (Pre-School, Child, Adult), Test of Non-Verbal Intelligence II and K-ABC. Through this course and its concurrent Cognitive Assessment Practicum, the student will acquire the necessary skills to administer these tests and other psychometric instruments ethically and competently. The course will also concentrate on the scientific method of hypothesis generation, on the type of inferences that may be drawn from these tests and on the different models of data interpretation available through the scientific psychometric literature. (3 Credits). Prerequisite: PSY 625

PHS 1681 Cognitive Assessment Practicum

Supervised practice in the administration, correction, and interpretation of cognitive assessment instruments. The student will acquire the necessary skills to administer these tests ethically and competently. (30 hrs.) To be taken concomitantly with PSY652.

PHS 1683 Psychotherapeutic Techniques

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

PHS 1622 Psychosocial/Clinical Research Practicum I

This course is designed to provide students with 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 focus of the practicum. The practicum will prepare students to write personality assessment reports and for conducting high quality, ethically sensitive, feedback sessions. Assessment (30 hours) to be taken concomitantly with PSY 658.

PHS 1685 Conceptualization & Intervention Planning

This is the practicum experience for the second semester of the second year. The student will be placed in a community practicum site during the semester. Once per week, the students will meet with their practicum coordinator to discuss relevant issues related to their experience. At the didactic level this practicum will attempt to develop in the student, conceptualization, and

intervention planning techniques. Therefore, the student will develop the capacity to understand clinical cases and to develop a coherent intervention plan through these didactic experiences and case presentations. To achieve these clinical skills the student will be able to integrate the theoretical knowledge and the skills accumulated from previous practice and theoretical courses with the experiences they are having at their practicum site. (250 hrs.) Prerequisite: PSY 683

PHS 1623 Psychosocial/Clinical Research Practicum II

This course is a continuation of Research Practicum III centering on the development of clinical/social research competencies. Students will continue to gain supervised research experience with faculty members of the Clinical Psychology Program. Although some lectures will be provided on practical research issues, most of the time of this research practicum will be spent in developing skills with data collection, data analysis and development of research reports and/or publications. To accomplish these goals students will spend from four to ten hours per week on practicum activities. (0 Credits)

PHS 1731 Racial, Ethnic and Cultural Diversity

The technological advances of contemporary societies have brought human beings from diverse backgrounds closer together. Such demographic changes have 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 way the different curative factors of group therapy are activated and maintained during treatment. The role of the therapist is emphasized throughout each topic.

PSY 1717 Clinical Psychopharmacology

The initial portion of the course introduces pharmacodynamics and pharmacokinetics. It explores the main neurotransmitter systems of the brain and the role they play on abnormal behavior. The rest of the course focuses on the basic pharmacological properties and clinical actions of the main psychotropic medication including Antidepressants (SSRI, Tricyclics, and newer agents), Anxiolytics (with emphasis on Benzodiazepines), hypnotics, mood stabilizers, high and low potency neuroleptics (emphasis on the newer generation of antipsychotic medication). (2 credits)

MPH 5601 Scientific Writing

This course concentrates on writing a research paper and on the effective presentation of scientific information in text and figures. It emphasizes an approach oriented to the reader, addressing subjects such as: Writing tables, abstract introduction, methods, results, and discussion. Students will learn about the writing process by drafting and revising a manuscript 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: Lifestyles and sexual orientation, the GLBT movement; multilateral and multigenerational relationships and connectedness; social roles, work, and community; marriage, pregnancy, mothering and fatherhood and health and gender. Gender issues, gender roles and gender differences and similarities will be of primary concern for this course. The psychotherapeutic implications of these issues will be addressed throughout the course.

PHS 1801 Teaching Psychology Laboratory. (30 Hours). Prerequisite: PSY 621 & PSY 721

While performing as Teacher Assistant (TA) for the Statistics, Methods, or other graduate psychology course, advanced PhD students will develop the necessary skills for teaching psychology in higher education. Students will have an opportunity to engage in research assistantship (data analysis) as part of the experience, in addition to performing as TA to one of

the program's faculty members, especially, for the research professors. As TA, the student will provide lectures, 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) Pre-requisites: Medical Neuroscience Course, or PSY 511.

PHS 1772 Program Development and Administration in Mental Health. (2 Credits).

Students will select a problem, a need, or a social issue that they want to address through some type of action program or project. Throughout the course, the student will learn how to define the problem so that a clear mission is articulated, how to write objectives and how to design the type of program that needs to be developed to address the need or interest. The student will be exposed to modern organizational and leadership theories. The financial implications of the project will be explored as the student learns the basics of budgeting, identifying funding sources and the utilization of Management Information Systems. The student will incorporate these models to their 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's 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 de 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 \$85 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 Master's in Science in School Psychology at Ponce Health Sciences University.

General Requirements

1. Time Frame for completion of the Academic Program

A School Psychology Student will be allowed a maximum time frame of 2.5 years of enrollment beyond the 2.5 years standard required for the completion of the program. Summer enrollment is considered part of the academic year for the purpose of this measure.

The total 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

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.

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

Financial Aid Eligibility

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

Enforcement

The Office of the Executive Director of 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, Chancellor, and the Executive Director of Student Affairs, as well as the Program Dean, Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policy here set forth.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition's & Fees](#)

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

1st First Year

First Semester

Code	Course Title	Credits
SCP 5150	Lifespan Human Development	3
SCP 5220	Psychology of Personality and Of Individual Differences	3

Code	Course Title	Credits
NPS 5110	Biological Bases of Behavior: Neuroscience	3
SCP 5810	Clinical Practice I	0
SCP 6250	Test and Measurement	2
SCP 6860	Introduction to Psychological Assessment	2
IDH 9190	Interprofessional Perspectives in Health Disparities	1
Subtotal		14

Second Semester

Code	Course Title	Credits
SCP 5410	General Principles of Psychopathology	2
SCP 5730	Professional Behavior and Ethics	2
SCP 5820	Clinical Practice II	0
SCP 6200	Research in Psychological Sciences	2
SCP 6520	Intellectual Assessment	3
SCP 6600	Behavior Modification: Theory & Practice	2
SCP 6810	Intellectual Assessment Practicum	0
Subtotal		11

Second Year

First Semester

Code	Course Title	Credits
SCP 6230	Research Methods and Statistics	3
SCP 6500	Psychological Disorders in Children & Adolescents	2
SCP 6580	Projective Assessment Techniques	2
SCP 6830	Clinical Practice III	0
SCP 6880	Practicum Projective Assessment Techniques	0
SCP 7560	Psychoeducational Assessment and Consultation	3
SCP 7660	Group Therapy	2
SCP 7670	Family Therapy and Systemic Interventions	2
Subtotal		14

Second Semester – Neuropsychology Track

Code	Course Title	Credits
SCP 7860	Clinical Practice IV	0
SCP 8470	Neuropathology	2
NPS 5240	Cognition and Emotion	3

NPS 8510	Neuropsychological Assessment	3
SCP 8700	Directed Elective-Neurorehabilitation	2
Subtotal		10

Second Semester– Neuroscience of Learning Track

Code	Course Title	Credits
SCP 7860	Clinical Practice IV	0
NSL 0502	Sensory and Sensory-Motor Development: Implications for Assessment and Teaching	2
NSL 0512	Theoretical Models of Learning	1
NSL 0601	Brain-Based Learning	3
NSL 0602	Neuropsychology of Learning Disorders: A Pragmatic Approach	2
NSL 0611	Design and Administration of Neuroscience-Based Learning Environments	2
Subtotal		10

Third Year

First Semester

Code	Course Title	Credits
SCP 7170	Psychopharmacology for Psychologists	2
SCP 7720	Program Development	2
SCP 7890	School Psychology Practicum	0
SCP 5320	Social Bases of Behavior and Diversity	3
SCP 8650	Directed Elective: Autism Spectrum Disorders	2
SCP	Elective Courses	2
SCP	Elective Courses	2
	Comprehensive Examination	0
Subtotal		13

Electives

Code	Course Title	Credits
SCP 7640	Evidence-Based Interventions for Children and Adolescents	2
NSL 0612	Neurodevelopmental alterations: Learning and Behavioral Manifestations	2
SCP 8390	Child Maltreatment and Sexual Abuse	2

SCP 7810	General Practicum Second Year Summer	0
SCP 8010	Independent Course	1
SCP 8020	Independent Course	2
SCP 7820	Elective School/Clinical Practice	0
SUBTOTAL		9

Course Descriptions

SCP 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 personality 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 several 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. 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 administer these tests and other psychometric instruments ethically and competently. The course will also concentrate on the scientific method of hypothesis generation, on the type of inferences that may be drawn from these tests and on the different models of data interpretation available through the scientific psychometric literature.

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 administer these tests ethically and competently.

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 introduces pharmacodynamics and pharmacokinetics. Following this initial presentation, the course explores the main neurotransmitter systems of the brain and the role these play on normal and abnormal behavior. The remainder of the course focuses on

the basic pharmacological properties and clinical actions of the main psychotropic medication including 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 way 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 refer of the clinical implications of various endogenous and exogenous abnormalities such as genetic and neurodevelopmental variations and morphological abnormalities. The sensory, motor and arousal systems will be examined in detail.

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 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 couple's therapy. It is designed to enhance the assessment, intervention, and consultation skills of professionals from the behavioral sciences, medicine and other health sciences holding at least a master's degree and professional license. Graduate students in a psychology doctoral program are allowed to register in the program.

Program Goals

The primary goals of the Certificate Program in Family and Couples Therapy are:

1. To develop or enhance the competencies of licensed mental health or health professionals in therapeutic interventions with couples and families.
2. To develop or enhance the competencies of licensed mental health or health professionals in the knowledge of systemic interventions and in the cultural, ethical, and legal implications of couples and family therapy practice.

Admissions Requirements

1. Master 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\$85.00, 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 practice

Grading System

Letter	Grade
P	Pass (100% – 70%)
NP	Not Pass (Less than 70%)
E	Extended
I	Incomplete
IP	In Progress

W	Withdrawal
AW	Administrative Withdrawal

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 Executive Director of Student Affairs will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

In the event that an adverse decision is made due to non-academic reasons and the SBBS's Dean sustains the decision after the appeal process, the student may appeal to the Chancellor. 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 Executive Director of Student Affairs shall have primary responsibility for overseeing this policy and will provide all students upon admission to PHSU, a copy of this document.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition's & Fees](#)

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
TFP 901	Theories and Methods of Family and Couples Therapy	3
TFP 902	Legal and Ethical Issues in Family and Couples Therapy	1

Trimester II

Code	Course Title	Credits
TFP 903	Families and Couples in Transition and Distress	4
TFP 905*	Methods of Intervention and Practice in Family and Couples Therapy I	5

Trimester III

Code	Course Title	Credits
TFP 906*	Methods of Intervention and Practice in Family and Couples Therapy II	5

* Requires 50 hours of practice

Course Descriptions

TFP 900-From the individual to the system: Introduction to systemic thinking (3 credits)

This course provides an in-depth examination of systemic thinking and the theories fundamental to the discipline of family therapy.

TFP 901-Theories and methods of family and couples therapy (3 credits)

This course presents an overview of the major models of family and couples therapy and discussions of the assessment methods of each model. The students will critically analyze the applicability of the models within the Puerto Rican and Latino American contexts. The student will analyze his/her own development within his/her family context.

TFP 902- Legal and ethical issues in family and couples therapy (1 credit)

Exploration and discussions of ethical, legal, and professional issues involved in working with families and couples. The course examines laws, rules, and legal decisions relevant to families (e.g., child abuse, domestic violence). Discusses the role of the family therapist in legal courts and the basic principles for writing reports.

TFP 903- Families and couples in transition and distress (4 credits)

Discussion and analysis of social problems in the cultural/family context and their interactions. Study the particulars of non- traditional families such as stepfamilies and gay families. Exploration of the impact upon families of situations such as violence, 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 practice with families and couples, this course includes a didactic component with emphasis on case presentations and intervention methods. Students assist families and couples in 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 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 \$85.00 (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, Varicella, 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 \$85.00 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

Letter	Grade
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 Executive Director of 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, Chancellor, and the Executive Director of Student Affairs, as well as the Dean of SBBS, the Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policy here set forth.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition's & Fees](#)

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

Code	Course Title	Credits
NSL 0511	Principles of Cognitive Neuroscience, Cognitive Neuropsychology & Neuroeducation	2
NSL 0512	Theoretical models of learning	1
NSL 0601	Brain-Based Learning	3
NSL 0602	Neuropsychology of Learning Disorders: A Pragmatic Approach	2
NSL 0611	Design and Administration of Neuroscience-Based Learning Environments	2
NSL 0612	Neurodevelopmental Alterations: Learning and Behavioral Manifestations.	2

Elective Course:

The student will choose one of the following courses:

- NSL 0503 Pediatric Neuropsychological Assessment- 1 credit
- NSL 0603_New Challenges for Learning: Growing up in the Age of Electronic Media- 1 credit

Course Descriptions

NSL 0501 Principles of Neuroscience and Neuroanatomy Laboratory

Starting with a general exploration of the intrauterine development of the neural tube and neural crest cells, the course explores the anatomical and physiological foundation of the nervous system within a developmental context. It provides a general overview of the neural and chemical basis of behavior. The lectures will mostly address normal neurological development and functioning but will refer of the clinical implications of various endogenous and exogenous abnormalities such as genetic and neurodevelopmental variations and morphological abnormalities. The sensory, motor and arousal systems will be explored. In addition, the neural basis of learning will be examined in detail.

The anatomy laboratory will be integrated with the class lectures for further understanding of the neuroanatomical correlates of learning. By the end of the course the student should be able to identify the most significant brain'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, cell phones, eBooks, tablets, etc. represent a new way of active learning and a challenge for our traditional learning approach. However, the main target of this course is to introduce students to the fundamentals of this new active learning and 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 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 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 core courses 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 lifestyles. 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 PHSU is to educate professionals and public health practitioners in the needed knowledge, skills, attitudes, and behaviors to be able to provide high quality public health services and to promote and protect the health of diverse populations in the globalized world. This will be accomplished through an innovative, dynamic, responsive public health curriculum while preparing to be ethical competent professional, public health practitioners and researchers.

Vision

The PHSU Public Health Program commits and aspires to be a leader in preparing excellent public health professionals and investigators to be competent in public health knowledge, skills, attitudes, and behaviors to improve the health of communities and populations locally and across the world

Public Health Program: Core Values of The Public Health Program.

The following core values enlighten the institutional environment and guide us in the fulfillment of our mission and goals:

- Integrity
- Respect
- Diversity
- Service
- Evidence-based public health
- Population perspective
- Community empowerment
- Balance in competing priorities

Integrity

We value 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 best for most people.

Program Goals

The Master in Public Health Program Goals are:

Goal 1: Provide research experiences based in public health ethical standards that address the personal and social determinants of health with the purpose of developing and building healthy communities.

Goal 2: Create an academic environment in which students are supported as they attain the knowledge, skills, and competencies of the public health profession

Goal 3: Encourage and promote public health education within the framework of ethical, social, justice, and professional standards.

Goal 4: Engage with communities, government, and private sectors to reduce social inequities through health promotion and diseases prevention programs

Admissions Requirements

Ponce Health Sciences University encourages its applicants to seek the broadest education available prior to their training in Public Health.

In evaluating the applicants, emphasis is placed upon integrity, character, academic achievements, motivation, emotional stability, GRE, EXADEP or MCAT scores, evidence of health care-related experience, interview reports, letters of recommendation and other information provided by the applicant. The applicant must:

- a. Have a bachelor's degree of a college level institution accredited by the Council of Postsecondary Institutions of Puerto Rico by a US Department of Education recognized accrediting organization.
- b. Have the following prerequisite courses and credits:

Course Title	Credits
General Sciences	6
Social Sciences	6
Behavioral Sciences	3
College/ University Mathematics	3

- c. Have a minimum overall GPA of 2.75 for admission.
- d. Official Entrance Exam: GRE, PCAT, DAT, or MCAT scores (no more than five years old)
- e. Submit the following documents:
 - a. Official transcript from all undergraduate and graduate institutions attended.
 - b. Official Entrance Exam: GRE, PCAT, DAT, or MCAT scores.
 - c. Curriculum Vitae
 - d. Personal Statement: Why do you want to continue your studies with a degree in public health?
 - e. Experience: Volunteer/ Shadowing/ Research/ Publications/ Previous Work
 - f. Attend a personal Interview
 - g. 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.
- h. Certificate of No Penal Record (Criminal Background Check)
- i. Application fee of \$85.00, 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. Experience in volunteer, Shadowing/ Research/ Publications/ Previous Work.
3. Academic achievement (GRE, PCAT, DAT, or MCAT scores)
4. Motivation and emotional stability
5. Letters of recommendation (see previous description)
6. Interview
7. Curriculum Vitae
8. Writing skills sample - will be documented in the interview.

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

1. Written confirmation of acceptance 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 obtained personally at our Admissions' Office

Graduation Requirements

The Master of Public Health is an evening program that lasts two academic years of three quarters per year and one summer quarters. To receive the degree of Master of Public Health (MPH), every student must fulfill the following requirements:

1. Satisfactorily complete the assigned curriculum requirements for the degree, with a GPA of 3.00 on a four-point grading scale:

MPH EPIDEMIOLOGY CURRICULUM

Requirements	Number of Credits
Required	46
Elective Courses	7
APPLIED PRACTICE EXPERIENCES APE (Summer Session)	2
INTEGRATIVE LEARNING EXPERIENCE – ILE (COMPREHENSIVE EXAM)	0
SEMINARS	0
TOTAL	55

- **MPH ENVIRONMENTAL HEALTH CURRICULUM DESIGN**

Requirements	Number of Credits
Required	48
Elective Courses	5
APPLIED PRACTICE EXPERIENCES APE (Summer Session)	2
INTEGRATIVE LEARNING EXPERIENCE – ILE (COMPREHENSIVE EXAM)	0
SEMINARS	0
TOTAL	55

- **MPH GENERAL CURRICULUM DESIGN**

Requirements	Number of Credits
Required	48
Elective Courses	5
APPLIED PRACTICE EXPERIENCES APE (Summer Session)	2
INTEGRATIVE LEARNING EXPERIENCE – ILE (COMPREHENSIVE EXAM)	0
SEMINARS	0
TOTAL	55

2. Demonstrate a behavior acceptable to academic faculty and supervisors.
3. Satisfactorily meet all financial and library obligations.
4. Attend in person the rehearsal and commencement program at which time the degree is awarded.

Grading System

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

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

Grading System	Grade
A	90-100
B	80-89
C	70-79
F	Below 70
I	Incomplete
P	Pass
W	Withdrawal

Satisfactory Academic Progress

Introduction

A Satisfactory Academic Progress (SAP) has been established to ensure that the Master in Public Health (MPH) students complete the academic program within the acceptable time frame and with the expected quality of performance. This policy also ensures that the student financial aid requirements set forth by federal regulations have been met. The coordinators should evaluate student's academic progress at the end of each quarter. This document will be revised when institutional catalog is updated, or before that if necessary.

Scope

This policy applies to all MPH students enrolled at Ponce Health Sciences University (PHSU).

General Requirements

A. Time Frame for Completion of the Academic Program

A student will have a time frame for completion of the MPH degree of two (2) years. In some cases, after the academic advising of the track coordinator and authorization of the Public Health Program Associate Dean, the student will be allowed to enroll for

another two (2) years beyond the established time frame, for a total maximum time frame of four (4) years.

The total of 55 credits for completion of a degree include those graduate courses accredited on admission to the Program.

Student Status (Full time, Part time)

A student with six or more credits per semester/quarters will be considered a full-time student. A student with three to five credits per semester/quarters will be considered a half-time student and a student with less 3 credits will be considered a less than half time student” (Ponce Health Sciences University Student Policy Manual 2018-2020, (p. 75) & PHSU Catalog 2017-2020, (p. 13).

A student should be enrolled on at least 3 credits to be eligible for financial aid.

B. Completion of the MPH Requirements

Students must complete all courses within the established time frame (minimum of 2, maximum of 4 years). The Program requires a minimum of 55 credits.

A. At the Student Promotion Committee (SPC) level

- A student must complete each academic year with a minimum grade point average of 3.00 (in a 4.0 scale grade). Any student failing to meet 3.00-point GPA standard of performance at the end of the academic year will be:
- Referred by the Public Health Program (PHP) Associate Dean to the SPC for the following classification and/or remedial actions below:
- Placed on probation and referred by the PHP Associate Dean to the PHSU Student Promotion Committee (PHSU-SPC).
- Will be sent to academic counseling for all or some of the following actions recommended by the track coordinator:
- Could be provided with a special enrollment with a decreased academic load,
- Could be provided with individual tutoring in the specific field.
- Failing to the remedial actions consecutively at the SPC level, he/she will be referred by the PHP Associate Dean to the SPC for his/her dismissal.

B. At the Public Health Program (PHP) level:

i. Required Courses:

- A student that failed (obtaining less than B) at any Required course at the end of any quarters:
- Will be referred by the PHP Track Coordinator for the following classification

and/or remedial actions below:

- Repeat the course when available (only one opportunity will be provided), this is mandatory and no replaceable.
- Should obtain A or B when repeated.
- Will be sent to academic counseling for all or some of the following actions recommended by the track coordinator:
- Could be provided with a special enrollment with a decreased academic load
- Could be provided with individual tutoring in the specific field.
- Failing to the remedial actions consecutively at the SPC level, he/she will be referred by the PHP Associate Dean to the SPC for his/her dismissal.

ii. **Elective Courses:**

- A student that failed (obtaining less than C) at any Elective course at the end of any quarters:
- Will be referred by the PHP Track Coordinator for the following classification and/or remedial actions below:
- Repeat the course when available (only one opportunity will be provided). (This is mandatory and not replaceable)
- Only a maximum of 2 electives courses could be repeated.
- Should obtain A or B when repeated. ü Will be sent to academic counseling for all or some of the following actions recommended by the track coordinator:
- Could be provided with a special enrollment with a decreased academic load,
- Could be provided with individual tutoring in the specific field.
- Failing to the remedial actions consecutively at the SPC level, he/she will be referred by the PHP Associate Dean to the SPC for his/her dismissal.

• **Integrative Learning Experience (ILE) Grading Requirement**

The Integrative Learning Experience (ILE) is graded on a Pass/Fail basis. All students are required to take and pass the overall Comprehensive Exam with a grade of 70%. Students who pass the overall exam and who complete all MPH requirements can graduate in June. Students who do not pass the first opportunity of the Comprehensive Exam have the opportunity for one retake, within the same quarters. This retake may contain different questions than the first Comprehensive Exam.

Students who are not successful on either the first attempt or the retake within the same quarters will receive an INCOMPLETE GRADE and will NOT graduate in June. Students will have the opportunity for a second retake (all questions) during the first quarters of the next academic year. This second retake may contain different questions than the first Comprehensive Exam and retake.

Students who pass the overall second Comprehensive Exam retake with 70% or better and who complete all MPH requirements can graduate in the next PHSU academic commencement ceremony. Students who obtain less than 70% overall exam in the second retake will not pass the course. Students will not be able to graduate with a No Pass on their transcript for this class and will be referred to the Student Promotions Committee.

Depending on the recommendation of the Student Promotions Committee, students may need to register again in the Integrative Learning Experience course during the next available quarters and may have only one last opportunity for a retake. This last opportunity may contain different questions than the previous exams.

- **Applied Practical Experience (APE) Grading Requirement**

To graduate, the student must complete an Applied Practical Experience (APE) course, MPH 7850, consisting in 100 hours at a public health site.

- The grading for the MPH 7850 (APE) is Pass (P) or No-Pass (NP). Obtaining NP at MPH 7850 (APE) will be required to repeat and/or retake the course(s) when available.
- If the student fails again to Pass the course, he/she will be referred to the PHSU SPC.
- The MPH 7850 course-passing grade is independent to the 3.00 GPA average criteria.
- A grade of "I" (Incomplete) will only be allowed under very special circumstances as determined by the faculty member teaching that course. The student must remove the "I" (Incomplete) by the end of the next quarters or an administrative "F" will replace it.
- "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" (Ponce Health Sciences University Student Policy Manual 2018-2020, p. 43).

Class Attendance Policy

The Public Health Program of the Ponce Health Sciences University class attendance is compulsory. Student should contact the instructor by phone or mail if they cannot attend or will arrive late. More than three non-excused session absences per course may constitute a course dismissal. The instructor is responsible to inform Registrar office of no-show students or students with three unjustified absences for their corresponding action.

Cross Registration Courses Policy

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. See catalog information related to Cross Registration:

“Cross Registration Upon the approval of the Program Directors, students enrolled in a Program may take courses from another graduate Program at PHSU. The courses taken from the other Program must not be offered in their Program. A maximum of credit hours for cross registration is determined by the Program Director based on the maximum free elective courses in the Program’s curriculum.” The student must be a regular student in his/her Program and in satisfactory academic progress to be able to benefit from cross registration. The process to be followed is:

1. Student must submit a written request to his/her Program Director with the intention with evidence of his/her status as regular student and satisfactory academic progress.
2. The Program Director will consult with the other Program Director to receive authorization.
3. The primary Program Director will submit a written request to the Vice President 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.” (Ponce Health Sciences University Student Policy Manual 2018-2020, pp. 9-10).

Reverse Dismissal

If the student obtained a reversed dismissal, after being sent to Promotions Committee he/she should comply with the program Satisfactory Academic Progress (SAP) for the approval of financial aid.

Professional Behavior Requirement (Honor Code)

The students should conduct themselves in accordance with the norms for professional conduct always set forth by the Ponce Health Science University. In case of unacceptable professional behavior, the corresponding Dean or the Program Chairperson will refer the case to the Promotions Committee. If the recommendation of the Student Promotion Committee is to dismiss the student, the student has the right to follow the appeal process (PHSU Catalog 2017-2020, p. 153).

“In their pursuit for academic, personal, and professional excellence, students of the Ponce Health Sciences University have adopted this Honor Code. The principles of this Honor Code are intended to aid students in maintaining a high level of ethical conduct in concordance with the educational philosophy of our institution. These are standards to enable students to determine the propriety of their conduct in relation to peers, members of the faculty, administration, and

patients” (Ponce Health Sciences University Student Policy Manual 2018-2020, (p.63) & PSHU Catalog 2017-2020, (p. 69)).

Principles

- Students have the responsibility to uphold and maintain the highest degree of personal and professional integrity.
- Students are encouraged to seek appropriate counsel if deemed necessary.
- Ethical growth should be coincident with academic growth among the student body.
- To evidence the need to combine personal honor with communal responsibility the following precepts are specifically, but not exclusively, expected to guide the conduct of each member of the Ponce Health Science University student body:
 - i. Each student must work independently and honestly on all examinations.
 - ii. Plagiarism is considered a major ethical offense and subject to reprimands, referrals to corresponding committees.
 - iii. Each student will be trustful and dutiful in carrying out clinical and academic responsibilities.

The success of the Honor Code depends on the personal integrity, mutual trust, and cooperation of all members of the Ponce Health Sciences University community: students, faculty, and administration.

Commitment to Public Health Philosophy

It is expected that every student be committed to the betterment of our fellow human beings as exposed by the philosophy that governs the Public Health Profession.

Academic Probation and Financial Aid Eligibility

Any student failing to meet the grade requirement might be placed on academic probation for one quarter but will be eligible for financial aid. Students that fail to comply with grade requirements after the prescribed probation time will be referred to the Student Promotion Committee for dismissal from the program.

Appeal Process for Academic and Financial Aid Probation

Academic Issues

Students referred to the PHSU Student Promotion Committee (SPC) will have the opportunity to send a letter to be considered at the meeting with information and details related to this referral. The student also could request to have audience at the meeting with the PHSU-SPC for explaining his/her case.

Students notified that the PHSU Students Promotion Committee (SPC) decided to dismiss them from the MPH Program, or that he/she must repeat failed courses during the next academic

year, will have the right to appeal the decision within 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 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 Curriculum and Academic Affairs. The Dean of Curriculum and Academic Affairs will consider the Ad-Hoc Committee recommendation and make the final decision within forty-eight (48) hours.

Any decision will be reported to the student in writing. The decision made by the Dean of Curriculum and Academic Affairs is final.

Unacceptable Professional Behavior

The Dean of Curriculum and Academic Affairs or the Executive Director of Student Affairs will refer the case to the PHSU SPC. If the recommendation of the SPC is to dismiss the student, the appeal process will include the appointment of an Ad Hoc committee to sustain or change the Dean of Curriculum and Academic Affairs or the Executive Director of Student Affairs decision. After this institutional instance, the student may appeal again to the Chancellor. The Chancellor decision is final.

Reinstatement of Financial Aid

Financial Aid eligibility is contingent upon satisfactory academic progress. It is the student's responsibility to request reinstatement of financial aid.

Leave of Absence Policy (LOA)

A student must request from the Registrar's office a LOA at least 30 days prior to the LOA commencement date, unless medical circumstances require immediate authorization (e.g., automobile accident). 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. (Ponce Health Sciences University Student Policy Manual 2018-2020, p. 44).

Withdrawal Policy

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

1. The student must obtain a withdrawal form from the Registrar's Office and fill out the required information about academic program and courses.
2. The student must obtain clearance for withdrawal from the following:
 - a. Library: The Librarian must certify that the student does not have any outstanding debt or have any library materials checked out.
 - b. Finance Office: Must state that the student has no outstanding debts to the school before any other further step is taken.
 - c. Financial Aid Office: Students, who have applied for or obtained any kind of financial aid or loan through the school, must attend an exit interview, and obtain the signature of the Director of Financial Aid.
 - d. Student Affairs or any other department prescribed at the Clearance form: Students must obtain the signature of each Director or Dean.
 - e. Registrar: After all signatures, have been obtained, the Registrar will certify the student's withdrawal and make the proper entry in their records.
 - f. The student must settle all financial obligations with PHSU, or no transcripts or certifications will be issued.
 - g. The withdrawal is allowed until the last day of class (semester/quarters), before starting the final exams. (Ponce Health Sciences University Student Policy Manual 2018-2020, (p. 10) & PHSU Catalog 2017-2020, (pp. 72-73).

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.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition's & Fees](#)

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 - COMMON TO ALL TRACKS

CODE	COURSE TITLE	CREDITS
MPH 5101	Fundamentals of Public Health	3
MPH 5102	Introduction to Biostatistics	3
MPH 5105	Introduction to Environmental Health	2
MPH 5103	Introduction to Epidemiology	3
MPH 6202	Inferential Biostatistics	3
MPH -5200	Psychosocial Aspects of Public Health	2
MPH 5411	Public Health Management	3
MPH 5520	Bioethics and Public Health Law	2
MPH 5600	Communication in Public Health	2
MPH 5401	Introduction to Health Care Administration	3
MPH 5502	Health Policy	2
IHD 919	Inter-Professional Perspectives in Health Disparities	1
Subtotal		29

Applied Practice Experience-APE (Summer Session)

CODE	COURSE TITLE	CREDITS
MPH-7850	Practicum	2
Subtotal		31

Second Year – GENERAL TRACK REQUIRED COURSES (19 CREDITS)

CODE	COURSE TITLE	CREDITS
MPH 7030	Research Methodology	3
MPH 7501	Behavioral Aspects of Health Disorders	2
MPH 7001	Program Planning & Evaluation in Public Health	2
MPH 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 (5 CREDITS)

CODE	COURSE TITLE	CREDITS
MPH 6030	Qualitative Methods	2
MPH 6120	Survey Design	2
MPH 7711	Nutrition & Public Health	2
MPH 7781	Risk Communication	2
MPH 7210	Seminar	3
	Courses from other tracks	
Integrative Learning Experience (0 CREDITS)		
MPH 7910	Comprehensive Exam	0
Extracurricular Graduation Requisites (0 CREDITS)		
	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
IHD 919	Inter-Professional Perspectives in Health Disparities	1
Subtotal		29

Applied Practice Experience -APE (Summer Session)

CODE	COURSE TITLE	CREDITS
MPH 7850	Practicum	2
Subtotal		31

Second Year -ENVIRONMENTAL HEALTH TRACK REQUIRED COURSES (19 CREDITS)

CODE	COURSE TITLE	CREDITS
MPH 7064	Food Safety	2
MPH 7444	Air and Hazardous Waste Exposure Assessment	2
MPH 7454	Water Quality Measurements	2
MPH 7074	Environmental and Occupational Diseases	2
MPH 7414	Environmental Epidemiology	2
MPH 7024	Environmental Toxicology	2
MPH 7484	Environmental Laboratory	2
MPH 7434	Risk Assessment	2
MPH 7030	Research Methodology	3
Subtotal		50

Electives (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	
CODE	COURSE TITLE	CREDITS
Integrative Learning Experience (0 CREDITS)		
MPH 7910	Comprehensive Exam	0
Extracurricular Graduation Requisites (0 CREDITS)		
	Public health seminars, conferences, workshops, among others	0
Total		55

MPH Epidemiology Curriculum

First Year- COMMON TO ALL TRACKS

CODE	COURSE TITLE	CREDITS
MPH-5101	Fundamentals of Public Health	3
MPH-5102	Introduction to Biostatistics	3
MPH-5105	Introduction to Environmental Health	2

CODE	COURSE TITLE	CREDITS
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- APE (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 quarters. The course begins with a presentation of two basic statistical methods: ANOVA and linear

regression, followed by the application of basic statistical concepts such as sampling strategies, sample size estimates and non-parametric tests. Students are required to actively participate in class exercises and submit take home exercises at due dates. For in class exercises students can work in groups of 3-4 students. This is an opportunity to ask questions. In class exercises must be completed within the hour. Students that cannot complete these exercises must submit the completed exercise at the next scheduled class. In class and take-home exercises include SPSS assignments.

MPH-5201 Psychosocial Aspects of Public Health

The course MPH 5201 is designed to develop in the student basic literacy regarding psycho – social concepts and processes that influence health status and public health interventions. It will focus on the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. The course content introduces the student in the study of the socio-ecological factors responsible for health /related behaviors that lead to morbidity and premature mortality. During the class the student would also be able to analyze the current trends in the psychological, social and community dimensions of 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 now 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, bio surveillance, public health reporting alerts, quality reporting and how to adopt/use of population health functions for electronic health records and consumer functions for personal health records. In addition, this course will address the potential of public health information technology for health promotion and chronic disease prevention.

IHD 919 Interprofessional Perspectives in Health Disparities

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

Qualitative research is a multi-method approach to the study of social interactions in natural settings. It involves the collection and analysis of empirical information from multiple sources such as first-person accounts, life histories, image analysis, semi structured and open-ended interviews, informal and formal observations, documents analysis, focus groups, among others. The researcher attempts to make sense of, or interpret, phenomena in terms of the meanings people bring to them. This course is intended to provide the basic knowledge on qualitative research. It will help students develop an understanding, the knowledge and the skills needed to utilize qualitative research methods, as an additional alternative in public health research.

This course addresses four major topics:

- Concepts and strategies for designing, developing, and accessing public health and epidemiological survey questionnaires.
- Formatting, wording, coding, and ordering questions and evaluation of the items and instrument.
- Design issues for diverse modes of survey data collection.
- Designing items and questions to measure and evaluate various key groups of variables.

MPH 6120 Survey Design

This course is an overview of the questionnaires and surveys design process with a Public Health focus. In this course the students would get knowledge, understanding the methodology of questionnaires and survey research. The class content addresses the selection, development, and analysis of various types of instruments and procedures for collecting research data in the public health and epidemiological scenario. This program considers practical aspects in the construction of questionnaires including determining questionnaire content, selection of item types and wording of items, selection of an administration method and locating existing questionnaires. The course has a quantitative focus and is oriented toward public health and epidemiological research.

This course addresses four major topics:

- Concepts and strategies for designing, developing, and accessing public health and epidemiological survey questionnaires.
- Formatting, wording, coding, and ordering questions and evaluation of the items and instrument.
- Design issues for diverse modes of survey data collection.

- Designing items and questions to measure and evaluate various key groups of variables.

MPH 7030 Research Methodology

The purpose of this course is to present the applicable principles and methods in the public health research related disciplines. It supposes a reflexive and critical analysis of the problems and factors to consider in the construction, the development, and the applications of research techniques. The class will work and analyze the use and application of qualitative and quantitative techniques in public health related research projects. The study of diverse methods and techniques will emphasize 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, bioterrorism, nuclear or radiological terrorism and the phases of preparation, mitigation and response to an event of terrorism.

MPH 7910 Comprehensive Exam

The Integrative Learning Experience is an integrating experience, requisite for graduation in the Master in Public Health (MPH) degree of Ponce Health Sciences University (PHSU) and for the Council on Education for Public Health (CEPH). It provides an opportunity for students to reflect on, integrate and synthesize the knowledge and skills acquired during classroom and practice experiences, while pursuing their public health degree. The Integrative Learning Experience serves as evidence of compliance with the public health competencies and occurs after the majority of course requirements are completed. The Integrative Learning Experience is a high quality-written product that demonstrates synthesis of competencies (CEPH, personal communication, March 14, 2019; CEPH, personal communication, May 28, 2019). MPH graduates must be able to engage in substantive, logically flowing writing (<https://ceph.org/constituents/schools/faqs/2016criteriafaq/ile/>).

The Integrative Learning Experience approved by the Public Health Program of PHSU consists of a Comprehensive Exam, which will be described in the following sections of this manual. The Comprehensive Exam is taken during the last quarters of the expected graduation date.

The Public Health Integrative Learning Experience process consists of the following steps:

1. Complete general eligibility criteria required for registering in the Integrative Learning Experience.
2. Register for the Integrative Learning Experience.
3. Participate in the Integrative Learning Experience Orientation sessions.
4. Complete the evaluation requirements for the Integrative Learning Experience.

To complete the Public Health Integrative Learning Experience, the student must pass the overall Comprehensive Exam with a grade of C or higher ($\geq 70\%$).

INTEGRATIVE LEARNING EXPERIENCE COMPETENCIES

The foundational competencies addressed in the MPH's Integrative Learning Experience are based on traditional public health core knowledge areas (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), cross-

cutting and emerging public health areas (CEPH, *Accreditation Criteria: Schools of Public Health & Public Health Programs*, p. 17) and include:

- Evidence-based approaches to public health
- Public health & health care systems
- Planning & management to promote health
- Policy in public health
- Leadership
- Communication
- Interprofessional practice
- Systems thinking

Each area has detailed competencies established by the CEPH. In addition, each concentration (General, Environmental and Epidemiology) has specific competencies. The Public Health Program expects that the Integrative Learning Experience will be the occasion to integrate and synthesize these foundational and concentration competencies. Students should refer to Appendix A to identify the specific competencies to be addressed. In addition, a copy of the competencies is provided by the Integrative Learning Experience Coordinator to faculty and students during the Orientation Sessions. The list of competencies is also published on the MPH 7910-*Comprehensive Exam* area on the university's online platform and discussed during the Integrative Learning Experience Orientation Sessions. During the following sections, a detailed description of the Integrative Learning Experience will be provided

INTEGRATIVE LEARNING EXPERIENCE COURSE PRE-REQUISITES

1. Students must be in good academic standing and have completed most of their coursework before proceeding to register for the Integrative Learning Experience. Students must complete 29 credits of core courses (first year) and at least 15 credits of concentration coursework.
2. Students either must have completed, waived, or are concurrently completing the Public Health Practicum to register for their comprehensive exam.

INTEGRATIVE LEARNING EXPERIENCE LEARNING OBJECTIVE

Upon successful completion of this course, students are expected to demonstrate the integration and synthesis of foundational and concentration competencies through a comprehensive exam.

INTEGRATIVE LEARNING EXPERIENCE REQUIREMENTS

This section describes the MPH 7910- *Comprehensive Exam* course requirements approved by the Public Health Program of PHSU, which consist of a Comprehensive Exam. The Comprehensive Exam requires that students demonstrate mastery over foundational and concentration competencies. Students will prove the ability to integrate and synthesize competencies acquired in their academic program and to apply their knowledge to issues pertinent to the public health profession. The exam should reflect the students' ability to integrate information across the competencies. It is not a retesting of individual courses.

The exam consists of foundational and concentration competencies. It will be taken during the last quarters of the second MPH year.

Master in Public Health in Epidemiology

MPH-5101 Fundamentals of Public Health

This is an introductory first year MPH course. The course is designed to cover the basic public health competencies: biostatistics, epidemiology, program planning, behavior change, health communication, environmental health, disparities and cultural competence, leadership and management, health policy, public health ethics and professionalism and systems approaches to public health. Each class will introduce a competency that will be developed further in later public health courses at PHSU. This course will introduce the student to the basic principles and definitions within that competency and show how each is an essential component of the practice of public health. The course is unique in highlighting the interaction between these core competencies and serves as an integrating base for these competencies through application to specific health problems.

MPH-5102 Introduction to Biostatistics

Biostatistics is the development and application of statistical methods, analysis, and interpretation in addressing public health problems. The course is designed to cover principles of biostatistics in the context of public health applications. The topics covered in this course include 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) with a small portion of class effort on interventions for chronic diseases. The course will be global in coverage but with an important focus on the developing world and on the health of the poor.

MPH-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 quarters. The course begins with a presentation of two basic statistical methods: ANOVA and linear regression, followed by the application of basic statistical concepts such as sampling strategies, sample size estimates and non-parametric tests. Students are required to actively participate in class exercises and submit take home exercises at due dates. For in class exercises students can work in groups of 3-4 students. This is an opportunity to ask questions. In class exercises must be completed within the hour. Students that cannot complete these exercises must submit the completed exercise at the next scheduled class. In class and take-home exercises include SPSS assignments.

MPH-5201 Psychosocial Aspects of Public Health

The course MPH 5201 is designed to develop in the student basic literacy regarding psycho – social concepts and processes that influence health status and public health interventions. It will focus on the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. The course content, 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 and to 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, bio surveillance, public health reporting alerts, quality reporting and how to adopt/use of population health functions for electronic health records and consumer functions for personal health records. In addition, this course will address the potential of public health information technology for health promotion and chronic disease prevention.

IHD 9190 Interprofessional Perspectives in Health Disparities

This course is designed to provide a general overview of gaps in health outcomes associated with health disparities. A special emphasis will be given to the social determinants of health such as race/ethnicity, social class, socioeconomic status, sex, sexuality, nationality, and

migration status. The course will focus on the impact of health disparities' impact at multiple system's levels (i.e.,) Individual, patient-clinician, healthcare system, etc.).

MPH 7850 – Practicum (200 hrs.)

The Practicum is a two-credit requirement during which the student works a minimum of 100 hours in the field under the supervision of an approved site preceptor. It is intended to provide students with an opportunity to synthesize, integrate and apply practical skills, knowledge and training learned in courses, to gain professional experience in a public health work environment and to work on public health practice projects that are of particular interest.

It is structured as a three-way partnership between the student, PSMHS and a sponsoring agency/organization and each Practicum must be pre-approved, planned, supervised, and evaluated for a student to receive credit. Student plans are guided by a set of course competencies outlined below. For those who are new to the field of public health, the Practicum serves as an important first step in a public health career, introducing the practical skills and experience necessary for a productive and fulfilling career. For students who have had prior work experience, the Practicum provides the opportunity to hone skills or to gain new experience in a different area of specialization.

The Practicum may be done in conjunction with the Culminating Experience in which the knowledge gained through both experiences 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 the required practicum forms (i.e., Practicum Plan) will be available on this site. In addition, specific departmental materials will be available on this site.

All students completing an international practicum must comply with the University's International Travel Policy, by completing the necessary application and approval forms and receiving approval for travel

MPH-7013 Advanced Epidemiology

This course will cover advanced concepts of Epidemiology that arise in the planning, analysis, and interpretation of epidemiologic research studies. Topics will include measures of disease occurrence, measures of association between exposures and outcomes, bias, confounding, interaction, stratification and adjustment, multivariate analysis, indices of validity and reliability and reporting epidemiologic results. Lectures and assigned readings will be combined with practical exercises involving simulated epidemiologic studies in which students will analyze and interpret results from data sets, using different software programs (SPSS®, Epiinfo®, SPSS®).

MPH-5601 Scientific Writing

This course concentrates on the skills needed for clear and cogent scientific writing, such as needed for grant preparation and peer review journal submission. Students will learn how to structure their paper in logical order, retrieve and summarize key background information, present results clearly, build persuasive discussion sections paper and finish with credible conclusions within the limitations of the information presented in their paper. Success in the class is dependent on effective presentation of scientific information in their final project. Student-oriented approaches that address common problems such as proper use of grammar and punctuation, using and citing appropriate references and writing text without plagiarizing will be measured skill sets.

MPH-7333 Research Methods in Epidemiology

The course will cover the principles of research methodology by describing methods used in the assessment of public health problems and clinical research. The students learn to set up the rationale for research, selecting an appropriate methodology for collecting, analyzing, and interpreting data and then, communicating the results for scientific publications and to influence health policy.

MPH-5212 Statistical Methods in Epidemiology

This course provides completed introductory statistics or biostatistics and multiple linear regression models. Understand the basic statistical concepts of sampling variation, parameter estimation and statistical hypothesis tests. The student will understand how to fit multiple linear regression models, how to interpret regression coefficients in these models and how to perform hypothesis tests about regression coefficients. You should be familiar with case-control, cross-sectional and cohort study designs.

MPH-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. Several published studies will be used to illustrate the methods described. By the end of the course, students should improve their comprehension of published epidemiologic literature and have knowledge of types of methods used in environmental epidemiology, including an appreciation of their limitations. The students will gain understanding of the application of epidemiological methods to study environmental- related diseases and be capable 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 7910 Comprehensive Exam

The Integrative Learning Experience is an integrating experience, requisite for graduation in the Master in Public Health (MPH) degree of Ponce Health Sciences University (PHSU) and for the Council on Education for Public Health (CEPH). It provides an opportunity for students to reflect on, integrate and synthesize the knowledge and skills acquired during classroom and practice experiences, while pursuing their public health degree. The Integrative Learning Experience serves as evidence of compliance with the public health competencies and occurs after the majority of course requirements are completed. The Integrative Learning Experience is a high quality-written product that demonstrates synthesis of competencies (CEPH, personal communication, March 14, 2019; CEPH, personal communication, May 28, 2019). MPH graduates must be able to engage in substantive, logically flowing writing (<https://ceph.org/constituents/schools/faqs/2016criteriafaq/ile/>).

The Integrative Learning Experience approved by the Public Health Program of PHSU consists of a Comprehensive Exam, which will be described in the following sections of this manual. The Comprehensive Exam is taken during the last quarters of the expected graduation date.

The Public Health Integrative Learning Experience process consists of the following steps:

1. Complete general eligibility criteria required for registering in the Integrative Learning Experience.
2. Register for the Integrative Learning Experience.
 - a. Participate in the Integrative Learning Experience Orientation sessions.
3. Complete the evaluation requirements for the Integrative Learning Experience.

To complete the Public Health Integrative Learning Experience, the student must pass the overall Comprehensive Exam with a grade of C or higher ($\geq 70\%$).

Integrative Learning Experience Competencies

The foundational competencies addressed in the MPH's Integrative Learning Experience are based on traditional public health core knowledge areas (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), cross-cutting and emerging public health areas (CEPH, *Accreditation Criteria: Schools of Public Health & Public Health Programs*, p. 17) and include:

- Evidence-based approaches to public health
- Public health & health care systems
- Planning & management to promote health
- Policy in public health
- Leadership
- Communication
- Interprofessional practice
- Systems thinking

Each area has detailed competencies established by the CEPH. In addition, each concentration (General, Environmental and Epidemiology) has specific competencies. The Public Health Program expects that the Integrative Learning Experience will be the occasion to integrate and synthesize these foundational and concentration competencies. Students should refer to Appendix A to identify the specific competencies to be addressed. In addition, a copy of the competencies is provided by the Integrative Learning Experience Coordinator to faculty and students during the Orientation Sessions. The list of competencies is also published on the MPH 7910-*Comprehensive Exam* area on the university's online platform and discussed during the Integrative Learning Experience Orientation Sessions. During the following sections, a detailed description of the Integrative Learning Experience will be provided.

Integrative Learning Experience Course Pre-Requisites

1. Students must be in good academic standing and have completed most of their coursework before proceeding to register for the Integrative Learning Experience. Students must complete 29 credits of core courses (first year) and at least 15 credits of concentration coursework.
2. Students either must have completed, waived, or are concurrently completing the Public Health Practicum to register for their comprehensive exam.

Integrative Learning Experience Learning Objective

Upon successful completion of this course, students are expected to demonstrate the integration and synthesis of foundational and concentration competencies through a comprehensive exam.

Integrative Learning Experience Requirements

This section describes the MPH 7910- *Comprehensive Exam* course requirements approved by the Public Health Program of PHSU, which consist of a Comprehensive Exam. The Comprehensive Exam requires that students demonstrate mastery over foundational and concentration competencies. Students will prove the ability to integrate and synthesize competencies acquired in their academic program and to apply their knowledge to issues pertinent to the public health profession. The exam should reflect the students' ability to integrate information across the competencies. It is not a retesting of individual courses.

The exam consists of foundational and concentration competencies. It will be taken during the last quarters of the second MPH year.

Master in Public Health Environmental

MPH-5101 Fundamentals of Public Health

This is an introductory first year MPH course. The course is designed to cover the basic public health competencies: biostatistics, epidemiology, program planning, behavior change, health communication, environmental health, disparities and cultural competence, leadership and management, health policy, public health ethics and professionalism and systems approaches to public health. Each class will introduce a competency that will be developed further in later public health courses at PHSU. This course will introduce the student to the basic principles and definitions within that competency and show how each is an essential component of the practice of public health. The course is unique in highlighting the interaction between these core competencies and serves as an integrating base for these competencies through application to specific health problems.

MPH-5102 Introduction to Biostatistics

Biostatistics is the development and application of statistical methods, analysis, and interpretation in addressing public health problems. The course is designed to cover principles of biostatistics in the context of public health applications. The topics covered in this course include 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 quarters. The course begins with a presentation of two basic statistical methods: ANOVA and linear regression, followed by the application of basic statistical concepts such as sampling strategies, sample size estimates and non-parametric tests. Students are required to actively participate in class exercises and submit take home exercises at due dates. For in class exercises students can work in groups of 3-4 students.

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 to 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, bio surveillance, public health reporting alerts, quality reporting and how to adopt/use of population health functions for electronic health records and consumer functions for personal health records. In addition, this course will address the potential of public health information technology for health promotion and chronic disease prevention.

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. Inclass 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 (i.e., Individual, patient-clinician, healthcare system).

MPH 7850 – Practicum (100 hrs.)

The Practicum is a two credits requirement during which the student works a minimum of 100 hours in the field under the supervision of an approved site preceptor. It is intended to provide students with an opportunity to synthesize, integrate and apply practical skills, knowledge and training learned in courses, to gain professional experience in a public health work environment and to work on public health practice projects that are of particular interest.

It is structured as a three-way partnership between the student, PSMHS and a sponsoring agency/organization and each Practicum must be pre-approved, planned, supervised, and evaluated for a student to receive credit. Student plans are guided by a set of course competencies outlined below. For those who are new to the field of public health, the Practicum serves as an important first step in a public health career, introducing the practical skills and experience necessary for a productive and fulfilling career. For students who have had prior work

experience, the Practicum provides the opportunity to hone skills or to gain new experience in a different area of specialization.

The Practicum may be done in conjunction with the Culminating Experience in which the knowledge gained through both experiences 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 the required practicum forms (i.e., Practicum Plan) will be available on this site. In addition, specific departmental materials will be available on this site.

All students completing an international practicum must comply with the University's International Travel Policy, by completing the necessary application and approval forms and receiving approval for travel MPH 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; waterbody 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. Several published studies will be used to illustrate the methods described. By the end of the course, students should improve their comprehension of published epidemiologic literature and have knowledge of types of methods used in environmental epidemiology, including an appreciation of their limitations. The students will gain understanding of the application of epidemiological methods to study environmental-related diseases and be capable 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 like a public health journal. The students should demonstrate practical, technical, and analytical skills of collecting samples and further analysis for environmental interpretation.

MPH-7434 Risk Assessment

This course is intended to introduce and explain the 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 because of natural and anthropogenic causes. Topics to

be discussed include federal and state regulatory programs, guidelines and authorities that control environmental health issues. The participant will acquire knowledge of the problems associated to surface and groundwater supplies, water pollution and water quality control, private and public sewage disposal, solids and hazardous waste management, food protection, agricultural activities, soil and land-use planning, air pollution, pollution prevention and environmental justice. The course will teach a variety of techniques that can be used to effectively provide consulting in environmental health.

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 evaluating health effects of environmental contamination. Students will examine and be familiar with data sources available for research in environmental health. The course presents cover methods that are common in environmental epidemiology and some that are unique to this discipline. Students will review the use of standard methods for relating exposure/hazards, disease mapping and clustering techniques, time-series analysis, and modeling. The course focuses on applications in a variety of different areas including air and water pollution, environmental monitoring, and risk assessment.

MPH 6030 Qualitative Methods

This course is intended to introduce qualitative data collection and analysis in global health settings. Through readings, lectures and short field exercise, students will become acquainted with the set of methods most used to collect qualitative data in global health settings. These will include in-depth interviewing, mapping, participant observation, focus groups and systematic methods of qualitative data collection. Such methods are often used for rapid ethnographic assessment but also useful for conducting community-based participant research. After completing the course students will be able to prepare an interview guide, conduct an in-depth interview, analyze, and write up the results from a qualitative field project.

MPH 7791 Bioterrorism and Public Health

During the course of the studies students will learn about the basics of terrorism, bioterrorism, nuclear or radiological terrorism and the phases of preparation, mitigation and response to an event of terrorism.

MPH 7761 Global Health

The course will introduce students to the main concepts of the public health field and the critical links between global health and social and economic development. Students will get an overview of the determinants of health and how health status is measured. Students will also review the

burden of disease, risk factors and key measures to address the burden of disease in cost-effective ways. The course will cover key concepts and frameworks but be very practical in orientation. The course will be global in coverage but with a focus on low- and middle-income countries and on the health of the poor.

MPH 7910 Comprehensive Exam

The Integrative Learning Experience is an integrating experience, requisite for graduation in the Master in Public Health (MPH) degree of Ponce Health Sciences University (PHSU) and for the Council on Education for Public Health (CEPH). It provides an opportunity for students to reflect on, integrate and synthesize the knowledge and skills acquired during classroom and practice experiences, while pursuing their public health degree. The Integrative Learning Experience serves as evidence of compliance with the public health competencies and occurs after the majority of course requirements are completed. The Integrative Learning Experience is a high quality-written product that demonstrates synthesis of competencies (CEPH, personal communication, March 14, 2019; CEPH, personal communication, May 28, 2019). MPH graduates must be able to engage in substantive, logically flowing writing (<https://ceph.org/constituents/schools/faqs/2016criteriafaq/ile/>).

The Integrative Learning Experience approved by the Public Health Program of PHSU consists of a Comprehensive Exam, which will be described in the following sections of this manual. The Comprehensive Exam is taken during the last quarters of the expected graduation date.

The Public Health Integrative Learning Experience process consists of the following steps:

1. Complete general eligibility criteria required for registering in the Integrative Learning Experience.
2. Register for the Integrative Learning Experience.
3. Participate in the Integrative Learning Experience Orientation sessions.
4. Complete the evaluation requirements for the Integrative Learning Experience.

To complete the Public Health Integrative Learning Experience, the student must pass the overall Comprehensive Exam with a grade of C or higher ($\geq 70\%$).

Integrative Learning Experience Competencies

The foundational competencies addressed in the MPH's Integrative Learning Experience are based on traditional public health core knowledge areas (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), cross-cutting and emerging public health areas (CEPH, *Accreditation Criteria: Schools of Public Health & Public Health Programs*, p. 17) and include:

- Evidence-based approaches to public health
- Public health & health care systems
- Planning & management to promote health
- Policy in public health
- Leadership
- Communication
- Interprofessional practice
- Systems thinking

Each area has detailed competencies established by the CEPH. In addition, each concentration (General, Environmental and Epidemiology) has specific competencies. The Public Health Program expects that the Integrative Learning Experience will be the occasion to integrate and synthesize these foundational and concentration competencies. Students should refer to Appendix A to identify the specific competencies to be addressed. In addition, a copy of the competencies is provided by the Integrative Learning Experience Coordinator to faculty and students during the Orientation Sessions. The list of competencies is also published on the MPH 7910-*Comprehensive Exam* area on the university's online platform and discussed during the Integrative Learning Experience Orientation Sessions. During the following sections, a detailed description of the Integrative Learning Experience will be provided.

Integrative Learning Experience Course Pre-Requisites

1. Students must be in good academic standing and have completed most of their coursework before proceeding to register for the Integrative Learning Experience. Students must complete 29 credits of core courses (first year) and at least 15 credits of concentration coursework.
2. Students either must have completed, waived, or are concurrently completing the Public Health Practicum to register for their comprehensive exam.

Integrative Learning Experience Learning Objective

Upon successful completion of this course, students are expected to demonstrate the integration and synthesis of foundational and concentration competencies through a comprehensive exam.

Integrative Learning Experience Requirements

This section describes the MPH 7910- *Comprehensive Exam* course requirements approved by the Public Health Program of PHSU, which consist of a Comprehensive Exam. The Comprehensive Exam requires that students demonstrate mastery over foundational and concentration competencies. Students will prove the ability to integrate and synthesize competencies acquired in their academic program and to apply their knowledge to issues pertinent to the public health profession. The exam should reflect the students' ability to integrate information across the competencies. It is not a retesting of individual courses. The exam consists of foundational and concentration competencies. It will be taken during the last quarters of the second MPH year.

Doctoral Degree in Public Health (DrPH) in Epidemiology

Program Description

The purpose of the Doctor of Public Health in Epidemiology (DrPH) is to educate professionals with knowledge, skills, and abilities in the development of epidemiological methodology applied to health needs including the identification of risk factors, clinical research, programs assessment, prevention, protection, and treatment of diseases. These professionals will contribute to the enhancement of 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. 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 Public Health Program Goals are:

Goal 1: Provide research experiences based in public health ethical standards that address the personal and social determinants of health with the purpose of developing and building healthy communities.

Goal 2: Create an academic environment in which students are supported as they attain the knowledge, skills, and competencies of the public health profession

Goal 3: Encourage and promote public health education within the framework of ethical, social, justice, and professional standards.

Goal 4: Engage with communities, government, and private sectors to reduce social inequities through health promotion and diseases prevention programs.

Admissions Requirements

In evaluating the applicants, emphasis is placed upon integrity, character, academic achievements, motivation, emotional stability, Official Entrance Exam: GRE, PCAT, DAT, or MCAT scores, evidence of health care-related experience, interview reports, letters of recommendation and other information provided by the applicant.

The applicant must:

1. Present evidence of the successful completion of a master's degree in an institution accredited by Postsecondary Institutions of Puerto Rico by a US Department of Education

recognized accrediting organization.

2. If the master's degree is not in public health such as a master's degree in education, nursing, biology or others, the student must enroll in 24 credits of MPH pre- requisite courses. The pre- requisite courses can be taken in our Institution or another Public Health School or Program. MPH pre- requisite courses are the following:

MPH pre- requisite courses	
Pre-Requisites	Credits
1st QUARTER	
MPH-5101: Fundamentals of Public Health	3
MPH-5102: Introduction to Biostatistics	3
MPH-5103: Introduction to Epidemiology	3
	9 credits
2nd QUARTER	
MPH-6202: Inferential Biostatistics	3
MPH-5511: Bioethics and Public Health Law	3
	6 credits
3rd QUARTER	
MPH-5310: Introduction to Environmental Health	3
MPH-5201: Psychosocial Aspects of Public Health	3
MPH-5411: Public Health Management	3
	9 credits
TOTAL Pre-Requisites Credits	24 CREDITS

3. Have a minimum overall GPA of 3.0 (on a 4.0 scale).
4. Official Entrance Exam: GRE, PCAT, DAT, or MCAT scores (no more than five years old)
5. Submit the following documents:
 - a. Official transcript from all undergraduate and graduate institutions attended.
 - b. Curriculum Vitae
 - c. Personal Statement: Why do you want to continue your studies with a degree in public health?
 - d. Experience: Volunteer/ Shadowing/ Research/ Publications/ Previous Work
 - e. Attend a personal Interview
 - f. Three letters of recommendation:
 - a. 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.

b. 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.

6. Certificate of No Penal Record (Criminal Background Check)
7. Application fee of \$85.00, non-refundable

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 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. Require courses:
 - A student that failed (obtaining less than B) at any Required course at the end of any quarters:
 - Will be referred by the PHP Track Coordinator for the following classification and/or remedial actions below:
 - Repeat the course when available (only one opportunity will be provided), this is mandatory and no replaceable.

- Should obtain A or B when repeated
3. Elective courses:
 A student that failed (obtaining less than C) at any Elective course at the end of any quarters:
 - o Will be referred by the PHP Track Coordinator for the following classification and/or remedial actions below:
 - ü Repeat the course when available (only one opportunity will be provided). (This is mandatory and not replaceable)
 - ü Only a maximum of 1 elective course could be repeated.
 - ü Should obtain A or B when repeated.

Comprehensive Examination

Comprehensive Examination must be taken upon completion of the second academic year. All students are required to take and pass the overall Comprehensive Examination with a grade of 80%. Students who pass the overall examination and who complete all DrPH requirements can graduate. Students who do not pass the first opportunity of the Comprehensive Examination have the opportunity for one retake, within the same quarters. This retake may contain different questions than the first Comprehensive Examination. Any student failing to meet this standard performance will be referred to the Student Promotion Committee.

Doctoral Dissertation Requirement

A Doctoral Dissertation according to the established guidelines with a research proposal defense and Oral Dissertation Defense is required to obtain the Degree of Doctor in Public Health with specialty in epidemiology. All students are required to develop and defend a dissertation to graduate. Students will enroll at dissertation after approving comprehensive examinations which usually occurs at the beginning of their third year.

Professional Behavior Requirement

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

Grading System

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

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

Letter	Grade
A	90-100

B	80-89
C	70-79
F	Below 70
E	Extended
I	Incomplete
IP	In Progress
P	Pass
NP	Not Pass
W	Withdrawal
AW	Administrative Withdrawal

Satisfactory Academic Progress (SAP)

Introduction

A Satisfactory Academic Progress (SAP) has been established to ensure that the Doctorate in Public Health (DrPH) students complete the academic program within the acceptable time frame and with the expected quality of performance. This policy also ensures that the student financial aid requirements set forth by federal regulations have been met.

The coordinators should evaluate student's academic progress at the end of each quarter. This document will be revised when institutional catalog its updated, or before that if necessary.

Scope

This policy applies to all DrPH in students enrolled at Ponce Health Sciences University (PHSU).

General Requirements

A. Time Frame for Completion of the Academic Program

A student will have a time frame for completion of the DrPH degree of five (5) years. In some cases, after the academic advising of the track coordinator and authorization of the Public Health Program Associate Dean, the student will be allowed to enroll for another three (3) years beyond the established time frame, for a total maximum time frame of eight (8) years.

The total of 63 credits for completion of a degree include those graduate courses accredited on admission to the Program.

Student Status (Full time, Part time)

"Student Status (full-time or half-time). A student with six or more credits per semester/quarters will be considered a full-time student. A student with three to five credits

per semester/quarters will be considered a half-time student and a student with less 3 credits will be considered a less than half time student” (Ponce Health Sciences University Student Policy Manual 2018-2020, (p. 75) & PHSU Catalog 2017-2020, (p. 13)). A student should be enrolled to at least 3 credits to be eligible for financial aid.

B. Completion of the Dr.PH Requirements

1. DrPH Students Progress and Grade Requirements:

Students must complete all courses within the established time frame (maximum of 8 years). The Program requires a minimum of 63 credits.

a. **At the Student Promotion Committee (SPC) level:**

- A student must complete each academic year with a minimum grade point average of 3.00 (in a 4.0 scale grade). Any student failing to meet 3.00-point GPA standard of performance at the end of the academic year will be:
 - Referred by the Public Health Program (PHP) Associate Dean to the SPC for the following classification and/or remedial actions below:
 - ✓ Placed on **probation** and referred by the PHP Associate Dean to the PHSU Student Promotion Committee (PHSU-SPC).
 - ✓ Will be sent to academic counseling by the track coordinator and could be provided with a special enrollment with a decreased academic load,
- Failing to the remedial actions consecutively at the SPC level, he/she will be referred by the PHP Associate Dean to the SPC for his/her **dismissal**.

b. **At the Public Health Program (PHP) level:**

i. **Required Courses:**

- A student that failed (obtaining less than B) at any **Required** course at the end of any quarters:
 - Will be referred by the PHP Track Coordinator for the following classification and/or remedial actions below:
 - ✓ Repeat the course when available (only one opportunity will be provided), this is mandatory and no replaceable.
 - ✓ Should obtain A or B when repeated.
 - ✓ Will be sent to academic counseling by the track coordinator and could be provided with a special enrollment with a decreased academic load

- Failing to the remedial actions consecutively at the SPC level, he/she will be referred by the PHP Associate Dean to the SPC for his/her dismissal.

ii. **Elective Courses:**

- A student that failed (obtaining less than C) at any **Elective** course at the end of any quarters:
 - Will be referred by the PHP Track Coordinator for the following classification and/or remedial actions below:
 - ✓ Repeat the course when available (only one opportunity will be provided). (This is mandatory and not replaceable)
 - ✓ Only a **maximum** of 1 elective course could be repeated.
 - ✓ Should obtain A or B when repeated.
 - ✓ Will be sent to academic counseling by the track coordinator and could be provided with a special enrollment with a decreased academic load
 - Failing to the remedial actions consecutively at the SPC level, he/she will be referred by the PHP Associate Dean to the SPC for his/her **dismissal**.

2. Integrative Learning Experience (ILE) Grading Requirement

The Integrative Learning Experience (ILE) is graded on a *Pass/Fail* basis, and it is constituted by two requirements: to pass a comprehensive examination at their 2nd year, and to defend and approve a dissertation.

a. Comprehensive Examination

All students are required to take and pass the overall Comprehensive Examination with a grade of 80%. Students who pass the overall examination and who complete all DrPH requirements can graduate. Students who do not pass the first opportunity of the Comprehensive Examination have the opportunity for one retake, preferable within the same quarters but up to one academic year. This retake may contain different questions than the first Comprehensive Examination. Waiting for the retake longer than one quarters will delay the enrollment to DPH 8005 (dissertation).

Students who are not successful on either the first attempt or the retake within the same quarters will need to enroll, when available, at the course(s) were the student failed the competencies. Students who failed at these repeated courses, will be referred to the Student Promotions Committee for dismissal. Please refer to DrPH-Epidemiology ILE 2020 Manual for details.

b. Dissertation

All students are required to develop and defend a dissertation to graduate. Students will enroll at dissertation after approving comprehensive examinations which usually occurs at the beginning of their third year. The dissertation process and actions that should be expected to happen during dissertation to be qualified as In-Progress or Pass are available at the following table:

STAGES DOCTORAL DISSERTATION	Year/quarter
<p>Phase No.1</p> <ul style="list-style-type: none"> • Dissertation Director Assigned <ul style="list-style-type: none"> ○ Search for the dissertation topic • Compulsory attendance to workshops: <ul style="list-style-type: none"> ○ Workshop: “Overcoming Obstacles to be Successful in my Doctoral Thesis” (“Superando obstáculos para tener éxito en mi tesis doctoral”) ○ Workshop: Dissertation Manual ○ Workshop: Reference search and bibliography at PHSU library database. ○ Workshop: APA Style references. ○ Workshop: <i>Endnote</i>. ○ Workshop: Plagiarism ○ Workshop: IRB. Provide evidence of having obtained CITI certifications ○ Development and approval of “Prospectus” (“Prospecto”) ○ Dissertation Committee Formation ○ Sign Release of Responsibility in case of non-approval of the Dissertation Defense form (<i>Hoja de Relevo de Responsabilidad ante la No Aprobación de Defensa de Disertación</i> - 	<p>3rd year (1st quarters)</p>
<p>Phase No.2</p> <ul style="list-style-type: none"> • Development of the Dissertation Proposal <ul style="list-style-type: none"> ○ Justification ○ Literature Review ○ Methodology ○ Bibliography (100 or more) 	<p>3rd year (2nd quarters)</p>
<p>Phase No.3</p> <ul style="list-style-type: none"> • Development of Dissertation Proposal <ul style="list-style-type: none"> ○ Justification ○ Literature Review ○ Methodology ○ Bibliography (100 or more) 	<p>3rd year, (3rd quarters)</p>
<p>Phase No.4</p> <ul style="list-style-type: none"> • Turning in documents of dissertation proposal defense two weeks before the established date • Dissertation Proposal Defense • Incorporation of Recommendations • Turning in documents to IRB 	<p>4th year (1st quarters)</p>
<p>Phase No. 5</p> <ul style="list-style-type: none"> • Data Gathering • Creation and/or management of Data banks 	<p>4th year (2nd quarters)</p>
<p>Phase No. 6</p> <ul style="list-style-type: none"> • Data Gathering • Creation and/or management of Data banks 	<p>4th year (3rd quarters)</p>

Phase No.7 <ul style="list-style-type: none"> • Data Analysis • Interpretation of Results • Discussion • Conclusions 	5th year (1st quarters)
Phase No.8 <ul style="list-style-type: none"> • Turning in doctoral thesis defense documents two weeks before the established date • Sign the Release of Responsibility upon the Non-Approval of Dissertation Form (<i>Hoja de Relevó de Responsabilidad ante la No Aprobación de Defensa de Disertación</i>) • Doctoral Thesis (DISSERTATION?) Defense 	5th year (2nd quarters)
Phase No.9 <ul style="list-style-type: none"> • Turning in bound manuscript • Present evidence of an article submits to peer-reviewed and indexed journal. 	5th year (3rd quarters)

Applied Practical Experience (APE) Grading Requirement

To graduate, the student must complete an Applied Practical Experience (APE) course, DPH 7082.

Regardless of the amount or level of prior experience, all DrPH students engage in one or more applied practice experiences in which students are responsible for completion of at least one project that is meaningful for an organization and to advanced public health practice. The meaningful project(s) may be completed as a discrete experience (such as a practicum or internship), qualified workplace activities or integrated into program coursework.

1. The grading for the DPH 7082 (APE) is Pass (P) or Fail (F). Obtaining F at DPH 7082 (APE) will be required to repeat and/or retake the course(s) when available.
2. If the student fails again to Pass the course, he/she will be referred to the PHSU SPC.
3. The DPH 7082 course-passing grade is independent to the 3.00 GPA average criteria.
4. A grade of “I” (Incomplete) will only be allowed under very special circumstances as determined by the faculty member teaching that course. The student must remove the “I” (Incomplete) by the end of the next quarters or an administrative “F” will replace it.

“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” (Ponce Health Sciences University Student Policy Manual 2018-2020, p. 43).

Professional Behavior Requirement

The students should conduct themselves in accordance with the norms for professional conduct always set forth by the Ponce Health Science University. In case of unacceptable professional behavior, the corresponding Dean or the Program Chairperson will refer the case to the Promotions Committee. If the recommendation of the Student Promotion Committee is to dismiss the student, the student has the right to follow the appeal process (PHSU Catalog 2017-2020, p. 153).

“In their pursuit for academic, personal, and professional excellence, students at the Ponce Health Sciences University have adopted this Honor Code. The principles of this Honor Code are intended to aid students in maintaining a high level of ethical conduct in concordance with the educational philosophy of our institution. These are standards to enable students to determine the propriety of their conduct in relation to peers, members of the faculty, administration, and patients” (Ponce Health Sciences University Student Policy Manual 2018-2020, (p.63) & PSHU Catalog 2017-2020, (p. 69).

Principles

- Students have the responsibility to uphold and maintain the highest degree of personal and professional integrity.
- Students are encouraged to seek appropriate counsel if deemed necessary.
- Ethical growth should be coincident with academic growth among the student body.
- To evidence the need to combine personal honor with communal responsibility the following precepts are specifically, but not exclusively, expected to guide the conduct of each member of the Ponce Health Science University student body:
 - Each student must work independently and honestly on all examinations.
 - Plagiarism is considered a major ethical offense and subject to reprimands, referrals to corresponding committees
 - Each student will be trustful and dutiful in carrying out clinical and academic responsibilities.

The success of the Honor Code depends on the personal integrity, mutual trust, and cooperation of all members of the Ponce Health Sciences University community: students, faculty, and administration.

Commitment to Public Health Philosophy

It is expected that every student be committed to the betterment of our fellow human beings as exposed by the philosophy that governs the Public Health Profession.

Academic Probation and Financial Aid Eligibility

Any student failing to meet the grade requirement might be placed on academic probation for one trimester but will be eligible for financial aid. Students that fail to comply with grade requirements after the prescribed probation time will be referred to the Student Promotion Committee for dismissal from the program.

Appeal Process for Academic and Financial Aid Probation

Academic Issues

Students referred to the PHSU Student Promotion Committee (SPC) will have the opportunity to send a letter to be considered at the meeting with information and details related to this referral. The student also could request to have audience at the meeting with the PHSU-SPC for explaining his/her case.

Students notified that the PHSU Students Promotion Committee (SPC) decided to dismiss them from the DrPH Program, or that he/she must repeat failed courses during the next academic year, will have the right to appeal the decision within 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 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 Curriculum and Academic Affairs. The Dean of Curriculum and Academic Affairs will consider the Ad-Hoc Committee recommendation and make the final decision within forty-eight (48) hours.

Any decision will be reported to the student in writing. The decision made by the Dean of Curriculum and Academic Affairs is final.

Unacceptable Professional Behavior

The Dean of Curriculum and Academic Affairs or the Executive Director of Student Affairs will refer the case to the PHSU SPC. If the recommendation of the SPC is to dismiss the student, the appeal process will include the appointment of an Ad Hoc committee to sustain or change the Dean of Curriculum and Academic Affairs or the Executive Director of Student Affairs decision. After this institutional instance, the student may appeal again to the Chancellor. The Chancellor decision is final.

Reinstatement of Financial Aid

Financial Aid eligibility is contingent upon satisfactory academic progress. It is the student's responsibility to request reinstatement of financial aid.

Leave of Absence Policy (LOA)

“A student must request from the Registrar’s office an LOA at least 30 days prior to the LOA commencement date, unless medical circumstances require immediate authorization (e.g., automobile accident). 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. (Ponce Health Sciences University Student Policy Manual 2018-2020, p. 44).”

Withdrawal Policy

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

“1. The student must obtain a withdrawal form from the Registrar's Office and fill out the required information about academic program and courses.

2. The student must obtain clearance for withdrawal from the following:

a. Library: The Librarian must certify that the student does not have any outstanding debt or have any library materials checked out.

b. Finance Office: Must state that the student has no outstanding debts to the School before any other further step is taken.

c. Financial Aid Office: Students, who have applied for or obtained any kind of financial aid or loan through the School, must attend an exit interview and obtain the signature of the Director of Financial Aid.

- d. Student Affairs or any other department prescribed at the Clearance form: Students must obtain the signature of each Director or Dean.
- e. Registrar: After all signatures, have been obtained, the Registrar will certify the student's withdrawal and make the proper entry in their records.
- f. The student must settle all financial obligations with PHSU or no transcripts or certifications will be issued.
- g. The withdrawal is allowed until the last day of class (semester/quarters), before starting the final exams. (Ponce Health Sciences University Student Policy Manual 2018-2020, (p. 10) & PHSU Catalog 2017-2020, (pp. 72-73)).”

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.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition's & Fees](#)

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

No.1 DRPH EPIDEMIOLOGY CURRICULUM

This curriculum applies to those students who come from a School or Public Health Program accredited by the Council on Education for Public Health (CEPH). **TOTAL DRPH CREDITS is 63 credits.**

If the student comes from a School or Public Health Program **not accredited** by the Council on Education for Public Health (CEPH) they will have **to take the prerequisite course of MPH-5101: Fundamentals of Public Health (3 credits). TOTAL DRPH CREDITS is 63 credits plus 3 credits of prerequisite course.** This course can be taken in our institution or in another School or Public Health Program accredited by CEPH.

DrPH 1st YEAR	
1st TRIMESTER	
IHD-919: Inter-Professional Perspectives in Health Disparities	1
DPH 6010: Epidemiological Research Methods	3
DPH 6340: Health Services Administration and Management	3
DPH 7015: Biostatistics for Epidemiology	3
	10 credits
2nd TRIMESTER	
DPH 6011: Epidemiological Research Methods Application	3
DPH 6350: Planning and Evaluation Health Programs	3
DPH 6253: Survey Questionnaire Design in Public Health; Epidemiology– Test Construction	3
	9 credits
3rd TRIMESTER	
DPH 6300: Public Health Leadership & Advocacy	3
DPH 7002: Advance Biostatistics	3
DPH 5503: Bioethics in Public Health	3
	9 credits
1st YEAR TOTAL CREDITS	28 CREDITS
DrPH 2nd YEAR	
1st TRIMESTER	
DPH 7047: Epidemiological Data Analysis	3
DPH 7023: Applied Epidemiology and Surveillance	3
DPH 5502: Health Policy	3
	9 credits
2nd TRIMESTER	
DPH 7163: Sampling	3

DPH 6320: Teaching Epidemiology	3
DPH 7184: Demography	3
	9 credits
3rd TRIMESTER	
ELECTIVE	3
ELECTIVE	3
	6 credits
2nd YEAR TOTAL CREDITS	24 CREDITS
52 TOTAL CREDITS AFTER 2 nd YEAR OF ENROLLMENT	
APPLIED PRACTICE EXPERIENCE (SUMMER SESSION)	
DPH 7082: CONSULTING PRACTICUM	2
SUBTOTAL	54
ELECTIVES COURSES LIST (6 CREDITS)	
DPH 6203: Clinical Trials	3
DPH 7181: Public Health Education	3
DPH 7143: Epidemiology of Tobacco	3
DPH 6601: Grant Writing in Epidemiology	3
DPH 6103: Epidemiology of Diseases of Major Public Health Importance	3
DPH 7201: Meta-analysis	3
DPH 5601: Writing Papers in Public Health	3
DPH 7073: Epidemiology of Chronic Diseases	3
DPH 7173: Social Epidemiology	3
DPH 6133: Epidemiology of Work-Related Diseases	3
DPH 6153: Epidemiology of Transmissible Diseases	3
DPH 7193: Cancer Epidemiology	3
DPH 6123: Cardiovascular Epidemiology	3
DPH 7113: Mental Health Epidemiology	3
DPH 7200: Bias	3
DPH7103: Genetic Epidemiology	3
DPH 7153: Epidemiology of Arthritis, Autoimmune and Musculoskeletal Disease	3
DPH 5734: Fundamentals of Pathophysiology	3

DPH 7133: Environmental Problems & Solutions in Epidemiology	3
DPH 6330: Health Economics	3
DPH 7123: Laboratory Rotation	3
DPH 6310: Legal Issues in Epidemiology	3
DPH 7024: Toxicology	3
DPH 7043: Injury Epidemiology	3
DPH 7700: Independent Study: Special project	3
DPH 7014: Environmental Epidemiology	3
DPH 7183: Post Market Surveillance	3
DPH 7010: Epidemiology Communicable and Tropical Diseases	3
DPH 7300: Applied Public Health Project	3
INTEGRATIVE LEARNING EXPERIENCE (ILE)	
COMPRENHENSIVE EXAM (During 2 nd Year-Between 2 nd and 3 rd Trimester)	0
DrPH 3rd YEAR	
DPH 8005: DISSERTATION	9
TOTAL DRPH CREDITS	63

COURSES	NUMBER OF CREDITS
Required	46
Electives	6
APPLIED PRACTICE EXPERIENCES (APE)	2
INTEGRATIVE LEARNING EXPERIENCE (ILE) (COMPRENHENSIVE EXAMINATION)	0
DISSERTATION	9
SEMINARS	0
TOTAL DrPH CREDITS	63

No. 2 DRPH EPIDEMIOLOGY CURRICULUM

This curriculum applies to those students who their **master's degree is not in public health** such as a master's degree in education, nursing, biology, or others. The student **must enroll in 24 credits of MPH pre- requisite courses**. The pre- requisite courses can be taken in our Institution or another Public Health School or Program.

Once the student has completed and approved the 24 credits of the MPH Pre – Requisites, the student will proceed to take the 63 credits of the DrPH Curriculum in Epidemiology. Upon completion of their doctoral studies, the student will have a total of 87 credits.

MPH Pre-Requisites Courses	
1st TRIMESTER	
MPH-5101: Fundamentals of Public Health	3
MPH-5102: Introduction to Biostatistics	3
MPH-5103: Introduction to Epidemiology	3
	9 credits
2nd TRIMESTER	
MPH-6202: Inferential Biostatistics	3
MPH-5511: Bioethics and Public Health Law	3
	6 credits
3rd TRIMESTER	
MPH-5310: Introduction to Environmental Health	3
MPH-5201: Psychosocial Aspects of Public Health	3
MPH-5411: Public Health Management	3
	9 credits
TOTAL Pre-Requisites Credits	24 CREDITS
DrPH Curriculum	
DrPH 1st YEAR	
1st TRIMESTER	
IHD-919: Inter-Professional Perspectives in Health Disparities	1
DPH 6010: Epidemiological Research Methods	3
DPH 6340: Health Services Administration and Management	3
DPH 7015: Biostatistics for Epidemiology	3
	10 credits
2nd TRIMESTER	
DPH 6011: Epidemiological Research Methods Application	3
DPH 6350: Planning and Evaluation Health Programs	3

DPH 6253: Survey Questionnaire Design in Public Health; Epidemiology– Test Construction	3
	9 credits
3rd TRIMESTER	
DPH 6300: Public Health Leadership & Advocacy	3
DPH 7002: Advance Biostatistics	3
DPH 5503: Bioethics in Public Health	3
	9 credits
1st YEAR TOTAL CREDITS	28 CREDITS
DrPH 2nd YEAR	
1st TRIMESTER	
DPH 7047: Epidemiological Data Analysis	3
DPH 7023: Applied Epidemiology and Surveillance	3
DPH 5502: Health Policy	3
	9 credits
2nd TRIMESTER	
DPH 7163: Sampling	3
DPH 6320: Teaching Epidemiology	3
DPH 7184: Demography	3
	9 credits
3rd TRIMESTER	
ELECTIVE	3
ELECTIVE	3
	6 credits
2nd YEAR TOTAL CREDITS	24 CREDITS
52 TOTAL CREDITS AFTER 2nd YEAR OF ENROLLMENT	
APPLIED PRACTICE EXPERIENCE (SUMMER SESSION)	
DPH 7082: CONSULTING PRACTICUM	2
SUBTOTAL	54
ELECTIVES COURSES LIST (6 CREDITS)	
DPH 6203: Clinical Trials	3
DPH 7181: Public Health Education	3
DPH 7143: Epidemiology of Tobacco	3
DPH 6601: Grant Writing in Epidemiology	3

DPH 6103: Epidemiology of Diseases of Major Public Health Importance	3
DPH 7201: Meta-analysis	3
DPH 5601: Writing Papers in Public Health	3
DPH 7073: Epidemiology of Chronic Diseases	3
DPH 7173: Social Epidemiology	3
DPH 6133: Epidemiology of Work-Related Diseases	3
DPH 6153: Epidemiology of Transmissible Diseases	3
DPH 7193: Cancer Epidemiology	3
DPH 6123: Cardiovascular Epidemiology	3
DPH 7113: Mental Health Epidemiology	3
DPH 7200: Bias	3
DPH7103: Genetic Epidemiology	3
DPH 7153: Epidemiology of Arthritis, Autoimmune and Musculoskeletal Disease	3
DPH 5734: Fundamentals of Pathophysiology	3
DPH 7133: Environmental Problems & Solutions in Epidemiology	3
DPH 6330: Health Economics	3
DPH 7123: Laboratory Rotation	3
DPH 6310: Legal Issues in Epidemiology	3
DPH 7024: Toxicology	3
DPH 7043: Injury Epidemiology	3
DPH 7700: Independent Study: Special project	3
DPH 7014: Environmental Epidemiology	3
DPH 7183: Post Market Surveillance	3
DPH 7010: Epidemiology Communicable and Tropical Diseases	3
DPH 7300: Applied Public Health Project	3
INTEGRATIVE LEARNING EXPERIENCE (ILE)	
COMPREHENSIVE EXAM (During 2 nd Year-Between 2 nd and 3 rd Trimester)	0
DrPH 3rd YEAR	
DPH 8005: DISSERTATION	9
TOTAL DRPH CREDITS	63



COURSES	NUMBER OF CREDITS
MPH Pre-Requisites Courses	
MPH Pre-Requisites	24
DrPH CREDITS	
Required	46
Electives	6
APPLIED PRACTICE EXPERIENCES (APE)	2
INTEGRATIVE LEARNING EXPERIENCE (ILE) (COMPREHENSIVE EXAMINATION)	0
DISSERTATION	9
SEMINARS	0
TOTAL DrPH CREDITS	63

Course Descriptions

DPH 6010 Epi Research Methods

The course will cover the principles of research methodology by describing methods used in the assessment of public health problems and clinical research. The students learn setting up the rationale for research, selecting an appropriate methodology, collecting data, analyzing data, interpreting the results and then, communicating the results.

DPH 6253 Theory and Tests Construction

The course tries to provide the student 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. Several topics in the biostatistics analysis of epidemiological data are included such as analysis of categorical data by using cross-tabulation, stratified analysis, multiple linear regression, logistic regression, survival curves and the Cox's proportional hazards regression analysis. The identification and adjustment of confounding and how to handle and interpret interactions between variables by using multiple adjustment procedures are integral part of this course. This class includes lectures and a large proportion of practical sessions such as in-class computer exercises and homework. The first part of the course includes a review of basic concepts of epidemiology and biostatistics to update and prepare students for the second part of the course that focuses on multivariate analysis.

DPH 6011 Epidemiological Research Methods Applied

The Epidemiological Research Methods Applied is intended to provide an opportunity for Doctor of Public Health (DrPH) students to learn about research that is being done by faculty in the Program and to acquire experience in the various aspects of research as outlined in this document. The intent is to expose the student to as many aspects of public health research as possible through presentations by researchers from the Public Health Program as well as from other departments and institutions. Students are also expected to keep developing literature and data searches, as well as analysis abilities. Students will be required to attend to presentations by researchers from the Public Health Program at PHSU as well as researchers from other departments and institutions. These presentations are intended to provide examples of research that is currently running in Puerto Rico and to provide topics that might be of interest for future projects by the students. Besides attending to all presentations, students will develop a literature review on examples of how epidemiological studies have provide tools to improve public health.

DPH 7002 Advanced Biostatistical

The class will cover several advanced topics in the statistical analysis of bio-medical data: regression, adjustment for covariates, odds ratios, logistic regression, models for count data and survival analysis.

DPH 6601 Grants Writing in Epidemiology

This grant writing course is designed to acquaint students with the knowledge and effective grant writing skills involved in grant writing for Federal, State, and private competitive funding.

DPH 7163 Sampling

This course covers simple random sampling, sampling for proportions, estimation of sample size, sampling with varying probabilities, types of sampling: stratified, systematic, cluster, double, sequential, incomplete.

DPH 7201 Meta-Analysis

The course initiates with an introduction to meta-analysis. It discusses the strengths and weaknesses of this type of analysis. It continues with the discussion of the concepts that integrate 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 principal 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 non-modifiable risk factors, research methods and the current epidemiological studies in cardiovascular disease.

DPH 7113 Mental Health Epidemiology

This course will cover common measures in mental health research, design, and analysis of group-randomized trials with applications to mental health epidemiology, major mental disorders and principles of measurement in mental health research.

DPH 7103 Genetic Epidemiology

This course will present fundamental concepts and methods in Genetic Epidemiology. It will review basic terminology of genetics and introduce various genetic epidemiology study designs, covering basic analysis, inferences, plus their strengths and limitations.

DPH 7153 Epidemiology of Arthritis, Autoimmune and Musculoskeletal

This course includes both clinical and classical epidemiology whose overall goal is to improve our understanding of the epidemiology of arthritis, autoimmune and musculoskeletal diseases. The spectrum of projects ranges from descriptive epidemiologic studies to the identification of etiologic risk factors, or the examination of factors predictive of prognosis and outcome in patients with these diseases.

DPH 5734 Pathophysiology and Public Health

Human health problems comprise a wide range of infectious, degenerative, neoplastic and genetically based disease factors. In addition to these factors, human disease results from a wide range of environmental and socially- caused pathologies.

This course presents the 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 to 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 introduces the Puerto Rico and U.S.A health care systems. Explain the historyof both health systems. We will examine the components, characteristics and differences of the Puerto Rico and U.S.A health care system and explore current issues confronting both systems.

DPH 7700 Independent Studies – Special Project

This course takes as an intention to present to the students the essentials of the epidemiology, morbidity and mortality measurements, illnesses transmission, outbreak investigations, screenings, design studies, bias that affect the interpretation of the clinical studies and the applications to the health. These topics can be applied to any public health area. The student will realize a review of literature, where will evaluate the designs study, the conclusions, and the application of its results to the populations.

DPH 7123 Laboratory Rotation

Laboratory rotations are essential components of a student in Public Health. These experiences introduce students to specific areas of public health, expose students to specialized techniques and familiarize students with specific projects in the program in anticipation of selection of a research advisor. Students will be evaluated on their attendance, motivation, and interest within the labs as well as their attendance and participation at lab 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 student interest.

DPH 7710 Journal Club

Journal club provides a forum for discussion and analysis of relevant literature in the field of Public Health and develop critical thinking, presentation, and literature skills.

DPH 7073 Epidemiology of Chronic Diseases

This course discusses the prevalence, incidence and modifiable and non-modifiable risk factors of 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.

RN to BSN

Program Description

Ponce Health Sciences University (PHSU) has developed the RN to BSN Program offering 61 credits to complete the BSN to those students who have the Associate Degree in Nursing (AND) from an accredited institution of higher education. Transfer students are awarded 60 credits for the Associate Degree, a year of experience in in clinical nursing practice and the active RN license. Students must complete the 121- credits hours to graduate from the BSN. The Program is

sequentially structured and can be completed in approximately 1.5 year with full time enrollment. The Program 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.

Mission

The **Mission of the SON** is to prepare ethical, compassionate, and culturally competent nursing professionals to impact the health of the communities we serve. By providing students a high-quality interprofessional, innovative, and technology-driven global education to improve the health of vulnerable populations by practicing scientific evidence-based clinical care and applying effective promotion, prevention, and intervention strategies.

Vision

The Nursing Program vision statement is future-oriented and supports the Vision of PHSU by aspiring to be recognized for excellence and innovation in education, leadership, advocacy, research, and culturally competent nursing practice.

Goals

The **Baccalaureate Nursing Program** goals are to:

- Prepare competent professionals who contribute to nursing by demonstrating leadership and render safe, culturally appropriate patient care.
- Prepare nurses with the ability to implement evidence-based practice and innovative technologies to deliver professional nursing care based on higher-level competencies and throughout a variety of clinical settings.
- Prepare graduates able to incorporate community-based participatory research findings in the delivery of nursing care.

Philosophy

The Nursing Faculty and Administration support the Guiding Principles of PHSU 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 “caritive 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. Applicants must have a general high school GPA of 2.50. High school graduates with a cumulative GPA of 2.40 to 2.49 may be granted conditional admission to the BSN Program at PHSU. This classification is for the first year where the student must enroll in general education and core courses and achieve a minimum GPA of 2.50 in courses completed to progress to the second year of the nursing curriculum. As soon as the student meets this requirement, the conditional admission will be changed to regular admission.
3. For admissions as an Upper Division Program, 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

Course	Credits
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. Candidates under 21 must comply with immunizations included in the guidelines from the Puerto Rico Department of Health now of admission. All students must comply with immunizations required to health-related professionals (see immunization policy section).
5. Written essay indicating interest in nursing.
6. Submit two letters of recommendation from persons not related to you who can speak to your potential to become a registered professional nurse.
7. Complete an interview with the admission committee.
8. Demonstrate English proficiency in speaking and reading by TOEFL scores or evidence of successful completion of a year of college English.
9. Must have taken the College Entrance Examination Board (CEEB) or equivalent admission test (SAT), students with 23+ years do not have to meet this admission test requirement.
10. Negative penal records certification or background check is required prior to admission.
11. Read and sign the document of Essential Performance Standards in Nursing*
12. A non-refundable US \$25 Application Processing Fee. (Payments are accepted using VISA/MasterCard or Check/Money Order payable to Ponce Health Sciences University).

To apply submit the following admission documents directly to the admissions office:

- a. Admissions application (completed on the website)
- b. Official High School transcript (s) with degree conferred.
- c. Transfer students must present post-secondary transcripts, if applying for Upper Division.
- d. Essay
- e. Two letters of recommendation
- f. Entrance Exam Test results
- g. Negative Penal Record Certification or Background check
- h. Evidence of application processing fee payment.

Accepted Students

Upon acceptance, a deposit of US \$100 to secure the seat is required. Once accepted to PHSU, a student will be sent a Letter of Acceptance, Health Form, Welcome Packet and Visa Form (if required). Assistance is provided to students throughout the enrollment process.

Once students are admitted to the program, they must submit immunization records (see immunization policy section), physicians report and health certificate

Conditional Admission Student

High school graduates with a cumulative GPA of 2.40 to 2.49 may be granted conditional admission to the BSN Program at PHSU. This classification is for the first year were the student must enroll in general education and core courses and achieve a minimum GPA of 2.50 in courses completed to progress to the second year of the nursing curriculum. As soon as the student meets this requirement, the conditional admission will be changed to regular admission.

Graduation Requirements

To receive a Bachelor of Science Degree in Nursing, every student must fulfill the following requirements:

1. Have attended eight regular trimesters (or received transfer credit equivalent to the first two trimesters, have satisfactorily met all the approved clinical requirements, and have satisfactorily completed all 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:

Percentage	Grade	Honor Points
100-87	A	4
86-77	B	3
76-67	C	2
Below 67	F	0
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 three 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.

Time Frame for Completion of the Academic Program

Program	Standard	Maximum
Bachelor of Science in Nursing	3 Years	5 Years

Classification of Nursing Students

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

- a. Full time student - student enrolled in 12 or more credits/trimester
- b. Half-time student - student enrolled in 6 to 8 credits per trimester
- c. Part-time student -student enrolled in less than 6 credits per trimester

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.

Classification of Nursing Students

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

- a. Full time student - student enrolled in 12 or more credits/trimester
- b. Three- fourth student - student enrolled in 9 to 11 credits/ trimester
- c. Half-time student - student enrolled in 6 to 8 credits per trimester
- d. Part-time student -student enrolled in less than 6 credits per trimester

Enforcement

The Office of the Executive Director of 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/Chancellor, and the Executive Director of 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
NUR 1010	English, Math, University Life Bootcamp	0

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
MTH 1050	College Algebra	3
SUBTOTAL		14

First Year – Trimester 2

CODE	COURSE TITLE	CREDITS
BIO 1020	Anatomy and Physiology II/Lab	4
PSY 1010	Introduction to Psychology	3
ENG 1020	English Composition II	3
BIO 2030	Microbiology for Health Sciences / Lab	4
SUBTOTAL		14

First Year – Trimester 3

CODE	COURSE TITLE	CREDITS
SPC 1030	Public Speaking	3
MTH 1130	Introduction to Statistics	3
PSY 1020	Developmental Psychology	3
NUR 3030	Pathophysiology	3
SUBTOTAL		12

Second Year – Trimester 4

CODE	COURSE TITLE	CREDITS
NUR 2120	Foundations of Professional Nursing Practice	5
EPI 3100	Principles of Epidemiology	3
NUR 2330	Nutrition	3
NUR 3150	Nursing Research	3
SUBTOTAL		14

Second Year – Trimester 5

CODE	COURSE TITLE	CREDITS
NUR 2310	Health Assessment and Health Promotion	3
NUR 2320	Pharmacology	3
NUR 3110	Family Dynamics	3
NUR 3580	Evidence Based	3

CODE	COURSE TITLE	CREDITS
SUBTOTAL		12

Second Year – Trimester 6

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
IHD 919	Health Disparities	1
SUBTOTAL		15

Third Year – Trimester 7

CODE	COURSE TITLE	CREDITS
NUR 4120	Care of the Adult in the Acute Care Setting II	7
NUR 3170	Nursing Care of the Childbearing Family	5
HCS 4510	Global Health Care Issues	2
SUBTOTAL		14

Third Year – Trimester 8

CODE	COURSE TITLE	CREDITS
NUR 4030	Pediatric Nursing	5
NUR 4040	Leadership and Management	4
NUR 3140	Community Health and Disaster Preparedness	5
SUBTOTAL		14

Third Year – Trimester 9

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

<u>CODE</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>
CHE 1110	Chemistry for Health Sciences/Lab	4
ENG 1010	English Composition I	3

CODE	COURSE TITLE	CREDITS
BIO 1010	Anatomy and Physiology I/Lab	4
BIO 2030	Microbiology for Health Sciences/Lab	4
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

Curriculum – RN to BSN

Trimester 1

CODE	COURSE TITLE	CREDITS
NUR 3110	Family Dynamics	3
NUR 3580	Evidenced-Based Nursing Practice	3
NUR 3120	Care of the Adult in the Acute Care Setting I	6
SUBTOTAL		12

Trimester 2

CODE	COURSE TITLE	CREDITS
NUR 3130	Mental Health Nursing	5
NUR 4120	Care of the Adult in the Acute Care Setting II	7
SUBTOTAL		12

Trimester 3

CODE	COURSE TITLE	CREDITS
NUR 3170	Nursing Care of the Childbearing Family	5

CODE	COURSE TITLE	CREDITS
HCS 4510	Global Health Care Issues	2
NUR 4030	Pediatric Nursing	5
SUBTOTAL		12

Trimester 4

CODE	COURSE TITLE	CREDITS
NUR 4040	Leadership and Management	4
NUR 3140	Community Health and Disaster Preparedness	5
HCS 3520	Health Care Informatics	3
IHD 919	Inter-professional Perspective in Health Disparities	1
SUBTOTAL		13

Trimester 5

CODE	COURSE TITLE	CREDITS
NUR 4580	Nursing Specialty Practice	8
NUR 4590	Senior Seminar Capstone	4
SUBTOTAL		12

Total: 61 credits

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.

ISSUE	STANDARD	EXAMPLE
Communication	Communication abilities sufficient for verbal and written interaction with other.	Explain treatment procedures, initiate health teaching, and document and interpret nursing actions and patient/client responses.
Mobility	Physical abilities sufficient for movement from room to room and in small spaces.	Move around in patient's room, workspaces and treatment areas; administer cardiopulmonary procedures.
Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care.	Calibrate and use equipment; position patients/clients.
Hearing	Auditory ability sufficient for monitoring and assessing health needs	Hear monitor alarm, emergency signals, auscultator sounds and cries for help.
Visual	Visual ability sufficient for observation and assessment necessary nursing care.	Observe patient/client responses.
Tactile	Tactile ability sufficient for physical assessment.	Perform palpation, functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter).

Tuition and Fees

For more details of PHSU tuition and fees please refer to: [Tuition's & Fees](#)

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

NUR 1010 English, Math, University Life Bootcamp

Required intensive orientation course designed to reinforce and help students develop specific English and Math skills as a prerequisite for English 1010 and Math 1050 courses

of the nursing curriculum. In addition, this boot camp will include workshops & seminars aimed to prepare students for college life experiences. This course will be graded Pass or Fail.

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 failures 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 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.

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

Program Description

PHSU has developed an innovative, advanced practice nursing program. The 60-credit hour MSN/FNP Program is sequentially structured and can be completed in approximately 1.5 years with full time enrollment. The Program curriculum is based on the American Association of Colleges of Nursing (AACN) Essentials for Master's Education for Advanced Practice Nursing and Clinical /Practice Learning Expectations for Master Programs. FNP's serve as the primary health care providers in many settings. The advanced practice component of the program focuses on developing the knowledge and skills necessary to deliver nursing care to person of all ages across primary care settings, including those in rural and under-served areas. FNP graduates are prepared for advanced clinical practice that involves individuals and families throughout the lifespan and across the health continuum promoting quality and safety, advocating for diverse patient populations and agents of change for healthier communities.

The Master Program provides individuals with the ability to implement evidenced-based practice in the delivery of professional nursing care based on higher-level competencies throughout a variety of clinical settings. Evidence-Based practice incorporates scientific findings in the delivery of nursing care that includes both theory and practical clinical skills required by the field of nursing to provide leadership and render safe, culturally appropriate patient care. The Nursing Program consists of lectures, skills lab, and clinical practicums. The clinical practicum occurs in a variety of settings including long-term care facilities, acute care hospitals and community-based agencies including public health departments, primary care offices, private clinics, and schools.

The nursing program coordinates the practicum experiences with each affiliated agency so that nursing students have exceptional experiences appropriate to each advanced nursing practicum. Students will be supervised in all practicums by experienced program faculty, centers preceptors and other mentors in the field. The arrangements are contractual requiring a clear understanding of expectations among all individuals who participate, including students.

Mission

The **Mission of the SON** is to prepare ethical, compassionate, and culturally competent nursing professionals to impact the health of the communities we serve. By providing students a high-quality interprofessional, innovative, and technology-driven global education to improve the health of vulnerable populations by practicing scientific evidence-based clinical care and applying effective promotion, prevention, and intervention strategies.

Vision

The Nursing Program vision statement is future-oriented and supports the Vision of PHSU by aspiring to be recognized for excellence and innovation in education, leadership, advocacy, research, and culturally competent nursing practice.

Graduate Outcomes

After successfully completing the MSN/FNP degree, graduates will be able to:

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery.
3. Implement evidence-based plans based on trend analysis and quantify the impact on quality and safety.
4. Demonstrate self-insight and professionalism through on-going analysis of the therapeutic use of self.
5. Apply crisis intervention models to patients based on the analysis of data and evidence-based practice related to actual and potential mental health deviations.
6. Provide safe, cost-effective nursing care in collaboration with members of the health care team recognizing the changing focus of mental health care from inpatient to community-based care.
7. Enhance leadership in the field of nutrition education and behavior change in a variety of setting.
including individual, community and policy.
8. Practice safe, high quality advanced nursing care based on concepts and knowledge from nursing and related disciplines.
9. Strengthen the knowledge of self as an advanced practice nurse in caring for pediatrics, adolescents, adults, older adults, families, and communities when promoting quality and safe standards of care.
10. Embrace the relationship of the NP's role components critical to primary healthcare including power, negotiation, collaboration, advocacy change, ethics quality assurance, evidence-based competence, and professionalism.
11. Apply leadership skills and decision making in the provision of culturally responsive, high quality nursing care, health care team coordination, and the oversight and accountability for

- care delivery and outcomes.
12. Analyze current and emerging technologies to support safe practice environment and to optimize patient safety, cost effectiveness and health outcomes.
 13. Apply business and economic principles and practices, including budgeting, cost/benefit analysis, and marketing strategies to develop a business plan.
 14. Participate in the design and implementation of new models of care delivery and coordination.

Admission Requirements

1. Have obtained a Bachelor of Science in Nursing degree from an accredited institution of higher education.
2. Have completed the following undergraduate prerequisites courses:

Courses	Credits
Introduction to Nutrition	2
Human Anatomy and Physiology	3
Microbiology with Lab	4
Human Growth and Development	3
Introduction to Statistics	3

3. Provide results of the Nursing Admission Test (Health Education Systems, Inc.) or equivalent graduate examination.
4. Evidence of at least a year of experience in nursing clinical practice.
5. Evidence of a valid Registered Nurse (RN) license.
6. Evidence of active membership in the College of Professional Nursing of Puerto Rico (CPEPR).
7. Submit a 500-words written essay indicating your interest in family nurse practitioner.
8. Provide an updated Professional Resume.
9. Read and sign the document of Essential Performance Standards provided by the Office of Admissions.

General Admission Requirements

Applicants must submit the following documents to the Admissions Office:

1. Complete the On-line Admission Application.
2. Send the university transcript with the conferred bachelor's degree.
3. Have a minimum cumulative GPA of 2.75 in a 4.0- Point Scale.
4. Demonstrate English and Spanish proficiency in speaking, reading, and writing.
5. Complete an interview with the Admission Committee.
6. Submit two certified letters of recommendation (faculty and supervisor).

7. Submit the results of the criminal background check.
8. Send a non-refundable US \$85 Application Processing Fee.

The deadline to submit a complete application is May 30

Graduation Requirements

To receive the MSN Degree in Family Nurse Practitioner, nursing students must fulfill the following requirements:

- Have satisfactorily met all the approved clinical requirements.
- Have satisfactorily completed all course work requirements with a minimum overall GPA of 3.00.
- Have received the recommendation of the nursing faculty as presented to the Promotion Committee.
- Demonstrated no serious deficiencies in ethical, professional, or personal conduct as outlined in the University Code of Conduct.
- Compliance with all the legal and financial obligations with the University as stated in the General Catalog.

Grading System

Final course grades are given based upon the traditional 4-point letter system as follows:

Grade	Equivalent	GPA Points
A	90 - 100	4.00
B	80 - 89	3.00
C	70 – 79	2.00
F	Below 70	0.00

The administrative notations are as follows:

Letter	Equivalent
P	Pass
E	Extended
I	Incomplete
NP	No Pass
IP	In Progress
W	Withdrawal
AW	Administrative Withdrawal
TR	Transfer

Satisfactory Academic Progress Policy

Introduction

A Satisfactory Academic Progress (SAP) Policy has been established to ensure that the Master of Science in Nursing (MSN) students complete the academic program within the acceptable time frame and with the expected quality of performance. This policy also ensures that the student financial aid requirements set forth by federal regulations have been met. Student's satisfactory academic progress is evaluated at the completion of each term.

Scope

The SAP policy applies to all MSN full time students enrolled in the School of Nursing of Ponce Health Sciences University (PHSU).

General Requirements

Time Frame for Completion of the Academic Program

A student will be allowed a maximum time frame of 2.0 years of enrollment beyond the standard of 2.0 years required for the completion of the MSN Program.

Time Frame for Completion of the Academic Program

Program	Standard	Maximum
Master of Science in Nursing	2.0 years	4 years

Classification of MSN Students

Graduate students with an academic load of six credits or more per trimester is considered full time MSN degree students. Students with an academic load of less than six credits per trimester is classified as part time MNS degree students.

The SAP policy applies to all students. Any full- time student who does not complete the degree on the established time frame (4years), is not eligible for federal financial aid during any extended time. Summer enrollment is considered part of the academic year for the purposes of this measure.

Completion of the MSN Requirements

Course Requirement

Students must complete all courses within the established time frame. The Program requires a minimum of 60 credits to obtain the MSN degree. For transfer students, the total years for completion of a degree include those years accredited on admission to the MSN Program.

Performance Requirement

A student must pass all theoretical and clinical courses. A student must complete each trimester with a minimum grade point average (GPA) of 3.00. Any student failing to meet this standard of

performance will be placed on academic warning and referred to the Nursing Student Promotion Committee (N-SPC). If the student fails to obtain SAP in two consecutive occasions the student will be suspended from eligibility to Title IV funds (Direct Loans and Campus Base Programs). A Title IV student can regain eligibility if the student follows the Appeal Procedure and receive a probation status.

Grade Requirement

In order to graduate, the student must complete all requirements and achieve a minimum grade point average (GPA) of 3.00 in scale of 4.00 point. Students receiving one “F” in one trimester but has a trimester GPA of 3.0 will be given an academic warning. Students on academic warning must meet with the Associate Dean of Nursing at the beginning and throughout the trimester. Students who don’t attain Satisfactory Academic Progress will be placed on academic probation and referred to the N-SPC for dismissal, if any of the following occurs:

- Earning an “F” in two or more courses in one trimester
- Earning an “F” in a nursing course after having had two “F’s” in previous trimesters
- Earning an “F” in the same nursing course taken twice
- Earning less than a 3.0 GPA in two consecutive trimesters
- Courses with “F” grades will remain on record after they are successfully repeated, but only the new grade (s) will be used to compute the grade point average.

A grade of Incomplete (I) only be allowed under very special circumstances as determined by the teaching faculty. The student must remove the I by the following trimester, if the course is offered, or an administrative “F” will replace the I grade.

Nursing courses not offered at PHSU in each term could be taken at another institution only with permission and approval of the Associate Dean of Nursing and the Dean of Academic Affairs. Students can transfer only courses with B grades.

Professional Behavior Requirement

MSN students must conduct themselves in accordance with the code of conduct and discipline set forth by the MSN program, the ethics and integrity policies of Ponce Health Science University and the corresponding accreditation agencies. Any violation will be referred to the N-SPC.

Commitment to Nursing Values

It is expected that the actions of the nursing students be guided by the “caritive values” of the nursing profession which include Caring, Diversity, Trust, Ethics, Excellence, Holism, Spirituality, Evidenced-based Decision Making and Patient-Centeredness (Jean Watson, 2001). Students are exposed to these values through the MSN Program.

Academic Warning and Financial Aid Eligibility

Any student failing to meet program's requirement (s) in one academic term might be placed on academic warning for one trimester, still eligible for Federal Financial Aid. Students that fail to comply with any program requirement after the prescribed warning time will be referred to the N-SPC for dismissal from the MSN program and suspend from the Title IV program eligibility.

Appeal Process for Academic Dismissal and Title IV Suspension

Students who are notified by the Associate Dean of Nursing regarding a decision of the N-SPC that they are placed on academic warning or are dismissed from the MSN Program, have the right to appeal the decision within seven working days after receiving the notification. The appeal or due process presented below should be followed:

The student will appeal in writing to the N-SPC. The letter should include new evidence or special circumstances that affected his/her performance. The Committee will evaluate the information submitted by the student to determine if it would change the initial adverse decision. The N-SPC has 48 hours to submit its decision to the student and the Associate Dean for Nursing.

If the N-SPC sustains the adverse decision, the student has the right to appeal to the Associate Dean of Nursing. The appeal must be submitted in writing within seven working days after receiving the last notification. The Associate Dean of Nursing will evaluate the student appeal. If the Associate Dean of Nursing sustains the N-SPC decision, the student, if does agree with the decision, may appeal to the Dean of Academic Affairs. The Dean of Academic Affairs may appoint a three- member Ad-Hoc Committee to re-evaluate all evidence.

If an Ad-Hoc Committee is appointed, it will notify the student in writing the date and time set to the appeal meeting. The student may have the opportunity to be interviewed by the Committee. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Dean of Academic Affairs. The Dean of Academic Affairs may consider the Ad-Hoc Committee recommendation and will make the final decision within forty-eight (48) hours. The final decision is reported to the student in writing.

If the student obtains a reversed dismissal, he will be placed on academic probation for one trimester. This student is on probation standing and is eligible for Federal Financial Aid.

The same process described above will be followed in the case of an adverse decision for non-academic reasons, such as unacceptable professional behavior or violation of the code of conduct. The Associate Dean of Nursing will refer the case to the N-SPC. If the recommendation of the N-SPC is to dismiss the student, the appeal process described above may be activated.

Reinstatement of Financial Aid

Federal Financial Aid eligibility is contingent upon satisfactory academic progress. Students must refer to the institutional policy on financial aid eligibility published by the Office of Financial Aid.

It is the student's responsibility to request reinstatement of financial aid to the Manager of the Office of Financial Aid.

Enforcement of the Policy

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

The Chancellor, the Dean of Curriculum and Academic Affairs, the Associate Dean of Nursing, the Registrar, and the Financial Aid Manager will receive all pertinent data to ensure proper enforcement of the SAP policy here set forth.

Curriculum

The MSN curriculum is sequentially structured and comprised of 60 graduate credits that can be completed in five trimesters with full-time enrollment.

First Trimester

CODE	COURSE TITLE	CREDITS
NUR 5030	Pathophysiology Across the Lifespan for Advanced Practice Nursing (First 7-Week Course)	3
NUR 5040	Physical Assessment for Advanced Practice Nursing (First 7-Week Course)	3
NUR 5050	Professional Transitions—Advanced Practice Nursing (2nd 7-Week Course) -2 lecture/2 Nursing Skills/Sim Lab	4
NUR 5220	Clinical Pharmacology for Advanced Practice Nursing (2nd 7-Week Course)	3
Total		13

Second Trimester

CODE	COURSE TITLE	CREDITS
NUR 5200	Diagnostic Reasoning for Advanced Practice Nursing	3
NUR 5130	Research Process and Evidence-Based Advanced Practice	3
NUR 5400	Advanced Practice Nursing in Primary Care Mental Health-2 lecture/2 clinical (112 hours)	4
NUR 5230	Nutrition for Advanced Practice Nursing	3
Total		13

Third Trimester

CODE	COURSE TITLE	CREDITS
NUR 5410	Advanced Practice Nursing in Primary Care Adolescents and Adults-3 lecture/2 clinical (112 hours)	5
IHD 919	Interprofessional Perspectives in Health Disparities	1
NUR 5420	Advanced Practice Nursing in Primary Care Pediatrics-2 lecture/2 clinical (112 hours)	4
Total		10

Fourth Trimester

CODE	COURSE TITLE	CREDITS
NUR 5430	Advanced Practice Nursing in Primary Care Older Adults/Chronic Illness-3 lecture/2 clinical (112 hours)	5
NUR 5450	Advanced Practice Nursing in Primary Care Perinatal-2 lecture/2 clinical (112 hours)	4
NUR 5460	Advanced Practice Nursing in Primary Care Critical Care-3 lecture/2 clinical (112 hours)	5
Total		14

Fifth Trimester

CODE	COURSE TITLE	CREDITS
NUR 5470	Advanced Practice Nursing in Primary Care Community Health-2 lecture/2 clinical (112 hours)	4
HCS 5230	Business Management, Informatics and Decision Making	3
NUR 5500 or NUR 5530	Advanced Practice Nursing Leadership and Management or Theoretical Education Frameworks and Instructional Strategies in Nursing Education	3
Total		10

Total Credits 60

Clinical Training for FNP Students

Clinical training begins after the student has: (1) successfully completed the Physical Assessment for Advanced Practice Nursing course (2) complied with all clinical requirements, including immunization documentations, (3) successfully completed prerequisite core course work, and (4) received the appropriate clearance to attend the clinical practicum from the FNP program.

The clinical requirements and supporting documents for practicum must be submitted prior to beginning the first advanced clinical nursing course. These include the following:

1. *Annual Standard Precautions (Bloodborne Pathogens - BBP) Training*

All students are required to participate in BBP training annually. All students must attend the specified safety orientation, and successfully complete blood - borne pathogen training prior to being allowed into clinical work. Students are expected to acquaint themselves with the location and contents of manuals, Minimum Safety Data Sheets (MSDS), and posted notices related to Blood-Borne Pathogens. Additional information about this process is in the Clinical Practicum Handbook.

2. *HIPPA Training*

All students are subject to the US Department of Health and Human Services "Privacy Rule" contained in the Health Insurance Portability and Accessibility Act (HIP AA) of 1996. This federal law is designed to guarantee patient confidentiality and protects against the misuse or inappropriate disclosure of individually identifiable health information. As part of the clinical experience, students are allowed access to protected health information as necessary to provide patient care. Completion of the HIPAA Education Module is required prior to enrollment in clinical courses and annually thereafter. Illegal disclosure of patient confidential information is grounds for dismissal from the Nursing Program and carries the possibility of legal action.

3. *CPR Certification*

Submit the signed front and back copy of your card to the Nursing Program. CPR cards must be renewed before the due date for clinical requirements and may not come due for renewal at any time during the semester.

4. *Health Insurance*

Provide a copy of your current health insurance card or proof of coverage. If your name is not included on the card, you will be asked to submit a letter from your insurance company verifying your coverage. At any time should your coverage change, please copy and provide updated information.

5. Immunization and Tuberculosis Testing

Ponce Health Sciences University (PHSU) adheres to the CDC norms on adult immunization. The Office of Student Affairs is responsible for maintaining the documentation of student immunization and PPD status. Immunization requirements are:

- **Hepatitis B:** All nursing students are required to have been immunized against Hepatitis B. Such immunization consists of a series of three injections that should be completed prior to or as soon as possible after matriculation. Students who are not in compliance may be barred from participation in clinical activities at the discretion of the Associate Dean's Office.
- **Rubella:** Rubella immunity via history or documented vaccine or serological titer is required before a student will be allowed to participate in clinical activities.
- **Rubeola:** Rubeola immunization is required for all students born after 1957. Students must provide physician documentation of receipt of two doses of vaccine or serologic evidence of immunity before a student will be allowed to participate in clinical activities.
- **Mumps:** Mumps immunization is required. A physician documented history of immunization or documented evidence for immunity (serologic titers) is required before a student will be allowed to participate in clinical activities.
**Rubella, Rubeola and Mumps requirement is filled by 2 doses of MMR at least on year apart.*
- **Polio, Tetanus, Diphtheria:** Students should be current in immunization against polio, tetanus, and diphtheria. It is required before a student will be allowed to participate in clinical activities.
- **Varicella:** Students with a history of varicella should have it documented. Students without a history of varicella must have a titer for varicella antibody determined. Students with a negative titer are recommended to undergo varicella immunization. Non-immune students will not be permitted on some clinical services specifically Pediatrics Nursing.
- **Influenza:** Students should have the influenza vaccine before entering the clinical clerkships. It will be available at a reasonable cost at PHSU Outpatient Clinic. PHSU requires annual tuberculin (intra dermal) testing for actively enrolled students. Evaluation and management of nursing students with positive tests or those whose test becomes positive during nursing school will be evaluated through the PHSU outpatient clinic.

These requirements may vary according to the Centers of Disease Control (CDC) recommendation. (Refer to the complete Immunization Policy in the PHSU Catalog and the Student Policy Manual).

6. Professional Liability Insurance

All Nursing students need to have Malpractice/Liability Insurance. The coverage required is a policy that provides \$1,000,000 for each medical incident and \$3,000,000 aggregate. Additional information about this will be provided to each student prior to the first clinical course.

7. Alcohol, Tobacco, Illicit Drug and Violence

PHSU prohibits the abuse of alcohol within the academic community. The possession, distribution or use of illegal drugs is ground for immediate sanction, including dismissal. Smoking is prohibited on school grounds. Violence is not tolerated within the academic community or on the school or affiliated facilities. (Refer to the institutional policy in the PHSU I Catalog, the Student Policy Manual).

Essential Performance Standards

Students admitted to the MSN are expected to complete clinical course requirements that prepare them to perform essential job functions as advanced nurse practitioner. The practice of nursing is an applied discipline with cognitive, sensory, affective, and motor components. Students must be able to perform the functions which are necessary for the safe practice of nursing and essential to the licensing requirements for nursing with or without reasonable accommodation, in order to be admitted to the Nursing Program. If any of these functional abilities change after admission, it is your responsibility to inform the Associate Dean of Nursing to determine how/if appropriate and reasonable accommodation can be made.

These essential functions include, but are not limited to, the following:

Function	Standard	Example
Critical Thinking	Critical thinking ability sufficient for clinical judgment	Identify cause/effect relationships in clinical situations, develop nursing care plans.
Interpersonal	Interpersonal abilities sufficient for interaction with individuals, families, and groups from various social, emotional, cultural, and intellectual backgrounds	Establish rapport with patients/clients and colleagues
Communication	Communication abilities sufficient for verbal and written interaction with others	Explain treatment procedures, initiate health teaching, and document and interpret nursing

Function	Standard	Example
		actions and patient/client responses
Mobility	Physical abilities sufficient for movement from room to room and in small spaces	Move around in patient's room, workspaces and treatment areas; administer cardiopulmonary procedures
Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	Calibrate and use equipment; position patients/clients
Hearing	Auditory ability sufficient for monitoring and assessing health needs	Hear monitor alarm, emergency signals, auscultatory sounds and cries for help
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	Observe patient/client responses
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter)

Course Descriptions

NUR 5030 Pathophysiology Across the Lifespan for Advanced Practice Nursing (3 Credits) (Co Requisite: NUR 5040, Physical Assessment for Advanced Practice Nursing)

This course focuses on advanced pathophysiological processes across the lifespan, incorporating the use of clinical reasoning skills to distinguish alterations across multiple physiological systems. In approaching disease as disordered physiology, this course analyzes the mechanism(s) of production of symptoms and signs of different disease states. A major focus is the recognition that advanced practice nursing includes the understanding of the mechanism(s) underlying the disease and clinical manifestations so that rationale, evidenced-based therapies can be devised. Appropriate screening and diagnostic laboratory evaluation methods are part of the framework of this course.

NUR 5040 Physical Assessment for Advanced Practice Nursing (3 credits) (56 clinical hours; Pre-Requisite /Co-Requisite: NUR 5030, Pathophysiology Across the Lifespan for Advanced Nursing Practice)

This course builds on the student's knowledge and skills of physical assessment providing the student with knowledge and clinical experience in advanced health assessment of diverse clients across the life span. Within the context of the advanced practice role, interaction of

developmental, biopsychosocial, and socio-cultural constructs is emphasized as the student acquires and analyses relevant data for the development of a comprehensive and holistic assessment. A major focus is on the symptom/health problem assessment and selection and interpretation of screening and diagnostic tests in order to formulate a differential diagnosis. Students learn a framework in theoretical perspectives, empirical documentation, and experienced-based practical knowledge within a case-based advanced practice.

NUR 5050 Professional Transitions Advanced Nursing Practice (5 credits) (112 hours Nursing Skills/Simulation Laboratory)

This course introduces a framework for acculturation into advanced-practice professional nursing for foreign-educated physicians. Emphasis is on differences and similarities of the physician role and the advanced practice nurse. Historical and contemporary social forces relevant to advanced-practice nursing will be explored with an emphasis on the development and role of the nurse practitioner. Focus is on knowledge and understanding of the American Nurses Association (ANA) Code of Ethics, the American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculties (NONPF) and the legal parameters governing advanced-practice nursing.

NUR 5130 Research Process and Evidenced-Based Advanced Practice (3 Credits) (Pre-Requisites: Introduction to Statistics, NUR 5050 Professional Transitions Advanced Practice Nursing- Co-Requisites: NUR 5040, Physical Assessment for Advanced Practice Nursing)

This course will provide a baseline for the research process at an advanced level applying a variety of methods used for evidenced-based practice improvement through synthesis of the literature, comparison of qualitative vs quantitative research and program evaluation/outcomes. Action research and quality improvement will be explored through critical analysis of each and the application of statistical analysis software and interpretation of findings. Fundamental principles of the research process including cultural and ethical considerations will be reviewed. Students will search and critically appraise nursing research studies.)

NUR 5200 Diagnostic Reasoning for Advanced Practice Nursing (3 Credits) (Pre-Requisite: NUR 5030 Pathophysiology Across the Lifespan for Advanced Practice Nursing, NUR 5040 Physical Assessment for Advanced Practice Nursing, NUR 5050 Professional Transitions Advanced Practice, NUR 5220 Clinical Pharmacology for Advanced Practice Nursing)

This course focuses on selected clinical diagnostic laboratory and imaging tests and procedures. Emphasis is placed on the process of diagnostic reasoning to enable the identification of problems and make accurate differential diagnoses of acute and chronic physical and mental illnesses in the primary care setting. The use of technology and electronic medical records are important components of this course.

NUR 5220 Clinical Pharmacology for Advanced Practice Nursing (3 Credits) (Pre-Requisite: NUR 5030 Pathophysiology Across the Lifespan for Advanced Practice Nursing, NUR 5040 Physical Assessment for Advanced Practice Nursing)

This course focuses on developing an advanced knowledge base of the clinical application of advanced pharmacology and pharmacotherapeutics for common disease conditions across the lifespan. Principles of clinical pharmacology, therapeutics, pharmacokinetics, and drug metabolism will create a framework for evidenced-based pharmacological decision making for advanced practice nursing related to individual patient characteristics, (e.g., age, culture, ethnicity, gender). Legal aspects of prescribing will be fully addressed.

NUR 5230 Nutrition for Advanced Nursing (3 Credits) (Pre-Requisites: Undergraduate Nutrition Course)

This course focuses on nutritional therapy which incorporates the use of anthropometric, biochemical, and clinical data to determine nutritional status. Students will apply these principles to individuals by designing and prescribing nutrition plans for healthy growth and development across the lifespan and to population issues such as obesity and chronic diseases. The role of counseling geared towards the clinical management of specific conditions, and follow-up care as appropriate to ensure patient compliance and success of the nutrition intervention will be discussed in their relationship to advanced practice nursing.

NUR 5400 Advanced Practice Nursing in Mental Health: Advanced Practice Nursing in Mental Health (4 Credits-112 Clinical Hours; Co-Requisites: NUR 5200 Diagnostic Reasoning for Advanced Practice Nursing)

This course emphasizes the development of advanced practice nursing skills in meeting the mental health needs of individuals, families, groups, and communities throughout the lifespan. Cultural, ethical, and spiritual influences in relation to mental health is considered. Students work in partnership with patients to assess, detect and treat actual/potential mental health problems incorporating developmental assessment, crisis intervention, pharmacological management, and biological therapies. Evidenced-based practices, research, diversity, ethics, and legal issues are integrated in this course.

NUR 5410 Advanced Practice Nursing in Primary Care and Adults (5 Credits, including 112 hours of Clinical Experience; Pre-requisites: NUR 5030 Pathophysiology Across the Lifespan for Advance Practice Nursing, NUR 5220 Clinical Pharmacology for Advanced Practice Nursing, NUR 5200 Diagnostic Reasoning for Advanced Practice Nursing)

This course continues to expand the application of advanced practice nursing theories, research findings, skills, and interventions, including pharmacological management, and diagnostic principles specific to the role of the Family Nurse Practitioner. The course focuses on developing advanced practice nursing skills providing primary care services to adolescents, adults, and older adults with acute and chronic complex health need across the care continuum and consideration of their families/care givers. Cultural, ethical, and spiritual influences and evidenced-based practices, research, diversity, ethics, and legal issues are integrated in this course. Development

of protocols and algorithms for intervention and management with emphasis on health maintenance is emphasized.

NUR 5420 Advanced Practice Nursing in Primary Care Pediatrics (4 Credits; Pre-Requisites: NUR 5030 Pathophysiology Across the Lifespan for Advance Practice Nursing, NUR 5220 Clinical Pharmacology for Advanced Practice Nursing, NUR 5200 Diagnostic Reasoning for Advanced Practice Nursing)

This course continues to expand the application of advanced practice nursing theories, research findings, skills, and interventions, including pharmacological management, and diagnostic principles specific to the role of the Family Nurse Practitioner. The course focuses on developing advanced practice nursing skills providing primary care services requiring the student to demonstrate integration, synthesis and application of assessment, diagnosis, and management of pediatric patients with acute and/or stable chronic health conditions. This course emphasizes collaborative partnerships with patient, family, and interprofessional teams. Cultural, ethical, and spiritual influences and evidenced-based practices, research, diversity, ethics, and legal issues are integrated in this course. Development of protocols and algorithms for intervention and management with emphasis on stressors affecting the child on the health-illness continuum is emphasized.

NUR 5430 Advanced Practice Nursing in Primary Care Older Adults/Chronic Illness (5 credits, including 112 hours of clinical experience; Pre-requisites: NUR 5030 Pathophysiology across the Life span, NUR 5200 Diagnostic Reasoning for Advanced Practice Nursing, NUR 5220 Clinical Pharmacology for Advanced Practice Nursing)

This course continues to expand the application of advanced practice nursing theories, research findings, skills, and interventions, including pharmacological management and diagnostic principles specific to the role of the Family Nurse Practitioner. The course focuses on developing advanced practice nursing skills providing primary care services requiring the student to demonstrate integration, synthesis, and application of assessment, diagnosis, and management of the older adult with acute and/or stable chronic condition. This course emphasizes collaborative partnerships with patients, family and interprofessional teams. Cultural, ethical, and spiritual influences and evidenced-based practice, research, diversity, ethics, and legal issues are integrated in this course. Development of protocols and algorithms for intervention and management.

NUR 5450 Advanced Practice Nursing in Primary Care Perinatal/Women's Health (4 Credits-including 112 hours of clinical experience; Pre-requisites: NUR 5030 Pathophysiology Across the Life span for Advanced practice nursing, NUR 5200 Diagnostic Reasoning for Advance Practice Nursing)

This course continues to expand the application of advanced practice theories, research findings, skill, and interventions, including pharmacological management and diagnostic principles specific to the rope of the Family Nurse Practitioner. The course focuses on developing advanced practice

nursing skills providing primary care services requiring the student to demonstrate integration, synthesis and application of assessment, diagnosis, and management of perinatal/women's health throughout their lifespan focusing on gynecological health. This course emphasizes collaborative partnerships with patient, family, and interprofessional teams within a collaborative practice. Cultural, ethical, and spiritual influences and evidenced-based practice, research, diversity, ethics, and legal issues are integrated in this course. Development of protocols and algorithms for intervention and management.

NUR 5460 Advanced Practice Nursing in Primary Care Critical Care (4 credits, including 112 hours of clinical experience; Pre-requisites: NUR 5030 Pathophysiology Across the lifespan for Advanced Practice Nursing, NUR 5220 Clinical Pharmacology for Advanced Practice Nursing, NUR 5200 Diagnostic Reasoning for Advanced Practice Nursing).

This course continues to expand the application of advanced practice theories, research findings, skill, and interventions, including pharmacological management and diagnostic principles specific to the role of the Family Nurse Practitioner. The course focuses on developing advanced practice nursing skills providing primary care services requiring the student to demonstrate integration, synthesis and application of assessment, diagnosis and management of individuals and families experiencing critical alterations of various body systems. The American Association of Critical Care Nurses (AACN) Synergy Model serves as the theoretical foundation of the course. This course emphasizes collaborative partnerships with patient, family, and interprofessional teams within a collaborative practice. Cultural, ethical, and spiritual influences and evidenced-based practice, research, diversity, ethics, and legal issues are integrated in this course. Development of protocols and algorithms for intervention and management are reviewed and developed.

NUR 5470 Advanced Practice Nursing Community Health (4 credits, including 112 hours of clinical experience; Pre-Requisites: NUR 5030 Pathophysiology Across the Lifespan for Advance Practice Nursing, NUR 5220 Clinical Pharmacology for Advanced Practice Nursing, NUR 5200 Diagnostic Reasoning for Advanced Practice Nursing)

This course continues to expand the application of advanced practice nursing theories, research findings, skills, and interventions, including pharmacological management, and diagnostic principles specific to the role of the Family Nurse Practitioner. The course focuses on developing advanced practice nursing skills providing primary care services requiring the student to demonstrate integration, synthesis and application of assessment, diagnosis, and management of individuals and families in community-based settings. This course emphasizes collaborative partnerships with patient, family, and interprofessional teams within a collaborative practice. Cultural, ethical, and spiritual influences and evidenced-based practices, research, diversity, ethics, and legal issues are integrated in this course. Protocols and algorithms for population-based intervention and management are reviewed and developed including disaster, terrorism, and emergencies.

HCS 5230 Healthcare Informatics, Business Management and Decision Making (3 Credits)
Pre-Requisites: NUR 5030 Pathophysiology Across the Lifespan for Advance Practice Nursing, NUR 5200 Diagnostic Reasoning for Advanced Practice Nursing)

This course focuses on business management, planning and decision making for advanced practitioners based on healthcare information technology within various healthcare organizations. Technology provides a framework to understand the types of information systems prevalent in healthcare organizations, understand the ramifications of health data standards and the evaluation of specific strategies. Business concepts and management strategies are discussed related to maintaining quality and controlling costs. The influence of economics and fiscal policy on resource management and allocation on decision making is integrated throughout the course.

NUR 5500 Advanced Practice Nursing Leadership and Management (3 Credits; Co-Requisites: HCS 5230 Business Management, Informatics and Decision Making)

This course continues to expand the application of advanced practice nursing theories, research findings, management, skills, and interventions, including pharmacological management, and diagnostic principles specific to the role of the Family Nurse Practitioner. The course focuses on developing organizational and systems leadership for the advanced practice nurse. This course emphasizes leadership, collaborative partnerships, communication, negotiation, team functioning, conflict resolution, and scholarship. Students will analyze the social, cultural, political, legal, regulatory, and ethical factors affecting the role of nursing management in local, national, and international environments.

NUR 5530 Education Frameworks and Instructional Strategies in Nursing Education (3 Credits)

This course will provide the framework for understanding theories, philosophies, and strategies of teaching and learning that influence nursing education. Principles of adult education, teaching/learning theories, learning styles and the use of technology in relation to nursing education will be explored throughout the course. Students will have the opportunity to explore their own methods of learning and develop their own philosophy of education. Ethical, legal and ethnicity issues as related to students will be emphasized.

Tuition's and Fees

For more details of PHSU tuition and fees please refer to: [Tuition's & Fees](#)

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.

Binary Degrees Program

Binary Program in General Sciences and Medicine

Pontifical Catholic University of Puerto Rico and Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-MD six-year program in consortium with the Pontifical Catholic University of Puerto Rico (PCUPR). The BS-MD program offers a seven- year accelerated pathway to medical school for a small number of motivated high school seniors. Students will complete the three years of the required undergraduate curriculum at the Pontifical Catholic University (PCUPR), then enter Ponce Health Science University (PHSU).

Admissions Requirements

The Pontifical Catholic University is responsible for the selection of the candidates for the program among students who show outstanding performance in High School and College Boards as follows:

- a. Have a General Point Average (GPA) of 3.50 or more in their High School Transcript.
- b. Obtain not less than 600 in all each area of the College Board.

Students are admitted to Ponce Health Sciences University if they meet the following criteria:

- a. At or above GPA of 3.2/semester, no D's, F's or W's in their transcript and an MCAT score of 496 or greater.
- b. Qualified applicants must complete a successful interview with PHSU faculty before they are admitted to the medical program.

Applications are processed through AMCAS, and admission requirements are the same as for other applicants to the MD program.

Candidates are awarded a BS by the Pontifical Catholic University after the successful completion of the first two years of medical school and are then awarded the MD degree after the successful completion of all medical school requirements by Ponce Health Sciences University.

Binary Program- Bachelor in General Sciences and Master in Science in Medical Sciences

Pontifical Catholic University of Puerto Rico and Ponce Health Sciences University

Students who apply for the binary program BS-MD and are not accepted will be considered for automatic admission to the Master of Science in Medical Sciences program (MSMS) if they comply with the following:

- a. Have an average index of no less than 2.7 in science courses and a cumulative index of no less than 2.7.

After successful completion of the o MSMS program at PHSU the student will be granted a Bachelor of Science by PUCPR.

Binary Program in Biomedical Sciences and Medicine

The Interamerican University of Puerto Rico and the Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-MD program in consortium with the Interamerican University of Puerto Rico (IAU). The BS-MD program offers a seven-year accelerated pathway to medical school for a small number of motivated high school seniors. Candidates are awarded a BS by the IAU after successful completion of the first year of medical school and are then awarded the MD degree after the successful completion of all medical school requirements.

The Binary Program in Bachelor Degree in Biomedical Sciences and Medicine is designed to:

1. Develop among students the comprehension of modern concepts of Biomedical Sciences and Medicine.
2. Familiarize students with the basic laboratory skills.
3. Teach students how to solve scientific problems that will capacitate them to solve problems in our society.
4. Fulfill the need for Physicians in Puerto Rico.

This program is targeted for individuals interested in continuing a career in Medicine:

Requisites of the Program

To obtain the combined degree, the student must fulfill the following general requisites:

Interamerican University of Puerto Rico

Requirements	Credits
General Education	38
Concentration	61
Total	99

Ponce Health Sciences University

Requirements	Weeks
Four Years of Medicine	166

Interview with the Admission Committee with members of the Ponce Campus of the Interamerican University and the Ponce Health Sciences University.

Students are admitted to Ponce Health Sciences University if they meet the following criteria:

- a. At or above GPA of 3.00/semester, no D's, F's or W's in their transcript and an MCAT score of 496 or greater.
- b. Qualified applicants must complete a successful interview with PHSU faculty before they are admitted to the medical program.

Applications are processed through AMCAS, and admission requirements are the same as for other applicants to the MD program.

Candidates are awarded a BS by the Pontifical Catholic University after the successful completion of the first two years of medical school and are then awarded the MD degree after the successful completion of all medical school requirements by Ponce Health Sciences University.

Graduation Requirements

1. Interamerican University of Puerto Rico

To complete the requirements to obtain a Bachelor Degree in Sciences in Biomedical Sciences, the student must pass all credits of the program in the Interamerican University and have successfully completed the first year of Medical Studies in the Ponce Health Sciences University. In addition, the student must have a GPA of 3.2 or more in science courses as in the general program.

2. Ponce Health Sciences University

The student must fulfill the admission requirements as established in the current Catalog of the Ponce Health Sciences University.

Binary Program in Natural Sciences and Medicine

Sacred Heart University-Ponce Health Sciences University

Binary Program - Bachelor in General Sciences in Natural Sciences and Medicine

Sacred Heart University and Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-MD seven-year program in consortium with the Sacred Heart University of Puerto Rico. The BS-MD program offers a seven-year accelerated pathway to medical school for a small number of motivated high school seniors.

Students will complete three years of the required undergraduate curriculum at the Sacred Heart University (SHU), and then enter Ponce Health Science University (PHSU) if they comply with the established requirements.

Admissions Requirements

The Sacred Heart University is responsible for the selection of the candidates for the program among students who show outstanding academic performance in High School and College Boards as follows:

- 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 in Medical Sciences

Sacred Heart University and Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-Master in Sciences in Medical Sciences (MSMS) four-year program in consortium with the Sacred Heart University of Puerto Rico. The BS-MSMS program offers a four-year accelerated pathway to a Master in Sciences in Medical Sciences for a small number of motivated high school seniors. Students will complete three years of the required undergraduate curriculum at the Sacred Heart University (SHU), and then enter Ponce Health Science University (PHSU) MSMS program if they comply with established requirements.

Admissions Requirements

The Sacred Heart University is responsible for the selection of the candidates for the program among students who show outstanding performance in High School and College Boards as follows:

- 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

Course	Credits
English	3

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

- a. MCAT score of 496 or greater.
- b. Qualified applicants must complete an interview with PHSU faculty and be recommended favorably before they are admitted to the medical program.

Candidates are awarded a BS by the Sacred Heart University after the successful completion of the one- year MSMS program at Ponce Health Sciences University.

Binary Program - Bachelor in Art and Medicine

New Jersey Institute of Technology and Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-MD seven-year program in consortium with the New Jersey Institute of Technology, a public research university, located at Newark, New Jersey. The BA-MD program offers a seven -year accelerated pathway to medical school for a small number of motivated high school seniors. Students will complete three years of the required undergraduate curriculum at the New Jersey Institute of Technology (NJIT), and then enter Ponce Health Science University (PHSU) if they comply with the established requirements.

Admissions Requirements

The New Jersey Institute of Technology is responsible for the selection of the candidates for the program among students who show outstanding academic performance in High School and College Boards as follows:

- a. Have a General Point Average (GPA) of 3.50 or more in their High School Transcript.
- b. Have taken one- year courses on biology, chemistry, physics, and three years of mathematics.
- c. Obtain an SAT total score of 1,400 or more with a minimum of 700 in each area.

Students are admitted to Ponce Health Sciences University if they meet the following criteria during the studies in the NJIT:

- a. A general GPA of 3.5 or above
- b. A minimum GPA of 3.00 each semester, no D's, F's or W's in their transcript
- c. Complete at least 100 credits of the bachelor program of NJIT that includes:

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

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

- a. MCAT score of 500 or greater.
- b. Qualified applicants must complete an interview with PHSU faculty and be recommended favorably before they are admitted to the medical program.

Applications are processed through AMCAS, and admission requirements are the same as for other applicants to the MD program.

Candidates are awarded a BA by the New Jersey Institute of Technology after the successful completion of the first year of medical school and are then awarded the MD degree after the successful completion of all medical school requirements by Ponce Health Sciences University.

The MD program will admit up to ten (10) NJIT students each academic year. In the event that there is space available, and NJIT students compete favorably with the applicant pool, PHSU may admit additional NJIT students. There will be no limit for the MSMS program. The cap may be revisited at the beginning of each academic year and adjusted based on spaces available and demand for the Program.

Binary Program- Bachelor in Art and Master of Science in Medical Sciences

New Jersey Institute of Technology and Ponce Health Sciences University

Program Description

Ponce Health Sciences University has a combined baccalaureate-Master of Science in Medical Sciences (MSMS) four-year program in consortium with the New Jersey Institute of Technology. The BA-MSMS program offers a four- year accelerated pathway to a Master in Sciences in Medical Sciences for a small number of motivated high school seniors. Students will complete three years of the required undergraduate curriculum at the New Jersey Institute of Technology (NJIT), and then enter Ponce Health Science University (PHSU) MSMS program if they comply with established requirements.

Admissions Requirements

The New Jersey Institute of Technology is responsible for the selection of the candidates for the program among students who show outstanding performance in High School and College Boards as follows:

- a. Have a General Point Average (GPA) of 3.50 or more in their High School Transcript.
- b. Have taken one- year courses on biology, chemistry, physics, and three years of mathematics.
- c. Obtain an SAT total score of 1,400 or more with a minimum of 700 in each area.

Students are admitted to Ponce Health Sciences University Master of Science in Medical Sciences Program if they meet the following criteria during their studies in the New Jersey Institute of Technology:

- a. A general GPA of 2.7 or above
- b. Complete at least 100 credits of the bachelor program of NJIT that includes:

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

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

- a. MCAT score of 490 or greater.
- b. Qualified applicants must complete an interview with PHSU faculty and be recommended favorably before they are admitted to the medical program.

Candidates are awarded a BA by the New Jersey Institute of Technology after the successful completion of the one- year MSMS program at Ponce Health Sciences University.

Binary Program in General Sciences and Public Health

(Pontifical Catholic University of Puerto Rico and Ponce Health Sciences University)

Program Description

This is an inter-institutional dual degree program that offers the student the opportunity of completing a BS in General Science Program from the Pontifical Catholic University of Puerto Rico (PCUPR) and the Master in Public Health (MPH) from Ponce Health Sciences University (PHSU) in five (5) years.

Admissions Requirements

PCUPR is responsible for the selection of qualified candidates who are entering the freshmen year, or college students who have completed no more than 64 credits.

Admission Requirements for Entering Freshmen

1. Graduate from an accredited high school with a minimum GPA of 3.20; they must have completed one (1) year of courses in Biology, Chemistry and Physics and three (3) years of Mathematics.
2. Have a minimum score of 2,800 in the College Entrance Examination Board (CEEB) test and no less than 500 in any area of the test.
3. Have successfully completed prior to acceptance, six (6) credits both in English (English 114-115) and Spanish (Span. 131-132), or be qualified for advanced placement in these subject areas based on outstanding achievement in one of the followings: College Entrance Examination Board (CEEB) and CEEB Advanced Placement Test.
4. Favorable recommendation upon interview by a committee composed of members from PCUPR and PHSU

Admission Requirements for College Students

1. Have successfully completed no more than sixty-four (64) credits including:
 - a. General Chemistry I – II (8 credits)
 - b. General Biology I – II (6 credits)
 - c. Pre-Calculus I – II (6 credits)
 - d. General Psychology I (3 credits)
 - e. Social Science and Political Science (6 credits)
 - f. English 114-114 (6 credits)
 - g. Spanish 114-114 (6 credits)
 - h. Spanish 131-132 (6 credits)

2. Maintained satisfactory standards of academic achievement, including:
 - a. Minimum GPA of 3.00
 - b. Minimum cumulative average of 3.00 in all sciences courses
 - c. No grades lower than C
3. Favorable recommendation upon interview by a committee composed of members from PCUPR and PHSU Public Health Program.

Requirements for transfer to PHSU

Admission to the Bachelor in Science and Master of Public Health Dual Degree Program guarantees admission into PHSU Public Health Program after completion of all the requirements of PCUPR component provided the student:

1. Completes the curricular sequence at PUCPR within the established time frame (maximum 3 years) and maintains satisfactory standards of academic achievement including:
 - Minimum GPA of 3.00 in science
 - Minimum cumulative average of 3.2 in all science courses
 - No grades lower than C
2. Must complete ninety (90) credits at PUCPR.
3. Must take the admission test (GRE or EXADEP or MCAT)
4. Demonstrates professional behavior in accordance with institutional academic policies and values.
5. Submit required documentation in accordance with PHSU admission policies and procedures.
6. Qualified applicants must complete a successful interview with PHSU Public Health Program faculty before they are admitted to the MPH program.

Once students are admitted to the Master Program in Public Health, they must follow the same curricular sequence as regular public health students and they must maintain a minimum GPA of 3.00 during graduate studies.

Facilities and Services

Library Services

PHSU Library on Main Campus, Fundación Angel Ramos, is designed to provide convenient access for the academic community members. Its mission is to support the students, faculty, and researchers' learning, research, and academic success. The Library offers 10,128 sq. feet of spacious, comfortable facilities and a suitable environment that includes excellent lighting, equipment, and arrangement of books, journals, and audiovisual materials in open stacks (shelving space saver).

The Library supports access to Medicine, Nursing, Public Health, Psychology, Biomedical, and Health Sciences resources for students, faculty, and researchers and responds to the university community's information needs. The academic curriculum is supported by access to online databases, eBooks, journals, etc., subscribed to by the Library. The library acquires, preserves, manages these resources and provides services on campus and through its website (<https://www.psm.edu/library>).

The Library has Circulation, Reserve, Acquisition, and Administrative offices on the first floor. A Study Hall, a Computer Room (LRC), Journals, and Interlibrary loans services are on the second floor. Electronic books and journals with full text are also available for students and faculty through the Public Access Catalog (PAC). Students and faculty can access many books and periodicals by borrowing from other libraries through interlibrary loans. The Library workstations provide full access to wireless Internet. The second floor is open 24 hours. The Silent Study Room area is also open 24 hours. There are 314 seating available throughout the library, tables with ergonomic chairs, and cubicles. It also has cubicles and other specialized equipment for students/faculty with disabilities. An elevator, two photocopy/printer machines, 12 desktops, and Wi-Fi are also available.

The PHSU Library at East Campus is mostly for the Nursing and Psychology Program, and it has 1,520 square feet with accessible parking, excellent lighting, air conditioning, and an emergency exit. Photocopier/printing machine, two desktops, Wi-Fi, and a water cooler are also available. It has three small study rooms, twelve cubicles, and one for a student/faculty with disabilities. Also, there are 32 seats available throughout the Library.

Learning Resources Center

The Learning Resource Center facilities are equipped with 40 computers located on the 2nd floor-Building D, and offer access to electronic databases, the internet, link services and office productivity applications as Word, Excel, Power Point, and specialized software as SPSS. These facilities are available for PHSU authorized users.

Classroom Building and Laboratories

PHSU Main campus has a total of 16 classrooms distributed in the following buildings: Academic D (7), Building L (4) and Building Q (5). PHSU EAST Campus has 12 classrooms in Building 2.

The Gross Anatomy Lab is located in Building E-Main Campus. It can accommodate up to 17 tables. The Multipurpose Lab is located in Building D and can accommodate seventy-five (75) students. The Clinical Skills and Simulation Laboratory for the School of Nursing is located in Building 1- EAST campus. It occupies 1,761 sq. feet and has the materials and supplies required in a standard nursing lab.

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.

Student Lounge

PHSU has a student lounge of 1,500 sq. ft. of interior space and a 1,600 sq. ft. terrace. It is fully equipped.

Standardized Patients and Simulation Laboratory Unit

The Standardized Patient and Simulation Laboratory Unit, is located at Building O-Main campus and occupies 11,500 sq. ft.

Use of University Equipment

University equipment and supplies are provided for the use of employees in the performance of their official duties for the University as designated from time to time. Use for purposes other than those authorized requires prior authorization.

Educational Technology and Online Learning

PHSU has an Educational Technology and Online Learning unit under the Dean of Curriculum and Academic Affairs. This unit has a director, three educational technologists, and one academic media specialist. This team supports faculty, staff, and students in using the educational technology resources available in the institution to meet students' learning experiences. These resources include the Learning Management Systems (Canvas, Moodle), offline examination platform (ExamSoft), videoconferencing tools (Zoom), and Audience Response Systems (iClickers). The unit specialists also develop courses, resources, and workshops for the training of

faculty and staff into the use of new technologies and their implementation in the learning environment.

The unit has the necessary equipment for the use and implementation of current and new technologies in education. Also, it has a Recording Studio to assist faculty in the recording of didactic material to be used in teaching modalities such as the flipped (dynamic) classroom. The studio has acquired production monitors, cameras, teleprompter, TV, and computers for video editing for these purposes. The Recording Studio is located in Building E-Main campus.

Audiovisual Support

PHSU has a complete audiovisual service that ensures that the proper audiovisual facilities are available. PHSU Audiovisual unit ensures that the proper audiovisual material, equipment, and services be available to support faculty teaching, student learning, and administrative activities. Audiovisual office is in Building E-Main Campus.

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

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