

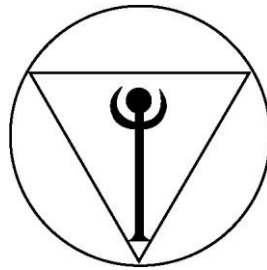


# Catalog

**San Juan Campus  
Mayagüez University Center**

**August 2025 - July 2027**

# ALBIZU UNIVERSITY



## Logo

As envisioned by our Founder, the logo of Albizu University symbolizes the institution's mission and values. The circle is representative of the life cycle: life as a psychosocial experience as well as a biological phenomenon. The inverted triangle represents an individual's spiritual dimension expressed and fulfilled by the acts of faith, hope, and charity, the latter being the full actualization of love. The humanized Psi symbol at the center expresses the conviction that one should be at the service of humanity.

"An educated society at the service of humanity has the responsibility of nurturing these spiritual virtues so that individuals can achieve their full potential and thus help create a culture of peace for all."

Carlos Albizu-Miranda, Ph.D.  
First President and Founder



## **PRESIDENT'S MESSAGE**

Welcome to Albizu University, where lives are transformed daily through our signature learning experiences in undergraduate, graduate, and doctoral program offerings since 1966. Albizu is a pioneer in offering graduate programs in clinical psychology and industrial/organizational psychology in Puerto Rico. Since professional psychology was Albizu's founding pillar, the University expanded the master's programs in counseling psychology, school psychology, and industrial/organizational psychology. Other credential offerings include master's programs in speech and language pathology, neuropsychology, autism, and other neurodevelopmental disorders. Albizu has your program! Choose from bachelor's, master's, and doctoral degree programs, professional development credentials, or continuing education certificates offered by our outstanding faculty.

Accredited by the American Psychological Association (APA), the American Speech-Language-Hearing Association (ASHA), and the Middle States Commission on Higher Education, Albizu's innovative programs are student-centered, intending to enhance your skill sets, change careers, and encourage you as a lifelong learner. I invite you to join our inclusive teaching and learning community. It will be one of the best life decisions that you will make.

Even with all the information available in this catalog, it is not possible to express the appreciation we feel for anyone interested in our institution. Therefore, we invite those of you who are not already part of the Albizu community to come and visit us. See and feel the student environment conducive to learning that you will find at our San Juan Campus and the Mayagüez University Center.

At Albizu, you will discover success, become transformed, and make a difference in the world!

**WELCOME!**

Nelson E. Soto, Ph.D.  
President, Albizu University



### CHANCELLOR'S MESSAGE

Albizu University is an institution founded in 1966 on the dreams and aspirations of Dr. Carlos Albizu Miranda. Dr. Albizu's first and foremost interest was to educate and train Puerto Rican professionals dedicated to investigating mental conditions and developing culturally sensitive therapies for Hispanics. He understood the importance of delivering mental and social services of the highest quality to advance the economic progress and social welfare of Puerto Rico and the growing Hispanic population in the United States. The San Juan Campus and Mayagüez University Center of Albizu University is a legacy of commitment and high aspirations, centered on recruiting candidates who exemplify Dr. Albizu's ideals and educational philosophy. Albizu University will continue to expand its academic offerings with programs and other types of services that effectively respond to the ever-changing needs of the Puerto Rican society. We strive to position ourselves as the institution of reference for the provision of educational services in the disciplines included in this catalog.

I encourage you to take full advantage of this opportunity and wish you the best educational experience.

Cordially,

Julio Santana Mariño, Ph.D.  
Chancellor  
San Juan Campus and Mayagüez University Center

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# ALBIZU UNIVERSITY

## GENERAL INFORMATION

Albizu University (Albizu or the University) is an accredited, private, nonprofit institution of higher learning with its main campus in San Juan, Puerto Rico (San Juan Campus or SJC), a branch campus in Miami, Florida (Miami Campus or MC), and an additional location in Mayagüez, Puerto Rico (Mayagüez University Center or MUC).

The San Juan Campus offers an Interdisciplinary Baccalaureate (B.I.) with majors in Psychology and Speech and Language Therapy; Master of Science (M.S.) degrees in Clinical Psychology, Industrial/Organizational Psychology, Speech and Language Pathology, Counseling Psychology, School Psychology, Autism other Neurodevelopmental Disorders and Neuropsychology; and doctoral degrees in Clinical Psychology (Psy.D. and Ph.D.), Industrial/Organizational Psychology (Ph.D.), Psychology with a specialization in Consulting, Research, and Teaching (Ph.D.) and Counseling Psychology (Psy.D.). As of the Spring 2015 term, the San Juan Campus extended its academic offerings and services to the western side of Puerto Rico by opening the Mayagüez University Center. MUC currently offers an Interdisciplinary Baccalaureate (B.I.) with concentrations in Psychology or Speech and Language Therapy and M.S. degrees in Autism and Other Neurodevelopmental Disorders, Counseling Psychology, Industrial/ Organizational Psychology, School Psychology, and Speech and Language Pathology and a doctoral degree in Clinical Psychology (Psy.D.), Counseling Psychology (Psy.D.) and Industrial-Organizational Psychology (Ph.D.). Please see the Academic Programs section of this catalog for a detailed description of each program.

Albizu fosters an enriching and challenging academic environment. The faculty and other institutional resources of the University are committed to the professional development of students so they may assume responsible and productive roles in society. The University affirms its commitment to everyone's potential, the welfare of society, and the professions of psychology and health.

Albizu adheres to a policy of nondiscrimination with respect to admissions, employment, and institutional activities. Albizu does not discriminate based on race, color, creed, sex, gender orientation, age, religion, disability, lifestyles, or national origin against any applicant, student, faculty member, or employee with respect to admission, hiring, promotion, or any other activity included in the academic and/or service programs. Institutional policies and procedures prohibit all forms of harassment, hazing, use or abuse of illegal substances, alcohol abuse, and/or any other illegal activity according to institutional policies and federal, state, or other applicable legislation.

Albizu operates under the directives of the Board of Trustees. The Board members are selected from among distinguished citizens who have made significant contributions in the community and are strongly committed to the mission of the University. The President, who is named by and is solely responsible to the Board of Trustees, serves as Chief Executive Officer. The Board of Trustees recognizes the nature and purpose of AU as an institution of higher learning that is deeply committed to the quality of the education offered.

This catalog describes the San Juan Campus and Mayagüez University Center administrative and academic policies, student services, degree requirements, and course offerings. The contents of the catalog may be subject to modification at any time in accordance with professional developments, licensing and accreditation requirements, and operational needs or as needed according to the Board of Trustees. Albizu reserves the right to review fee schedules at any time. This catalog supersedes any other documentation and/or any verbal or written commitments or expressions made by any Albizu functionary that might be contradictory to the policies and norms herein established.

Albizu is committed to maximizing efforts to ensure that courses and programs of study are aligned with the latest developments in the field of psychology and other related fields. A student's admission to Albizu University and/or enrollment in any of its programs does not constitute any guarantee to the

student of the successful completion of the selected program. The University reserves the right to amend its academic, administrative, or financial policies and procedures at any time. In addition, based on those policies and/or procedures, Albizu reserves the right to request the withdrawal of any student from the University and/or take disciplinary action as deemed appropriate. The conferment of academic degrees is the sole province of the Board of Trustees.

Additional information pertaining to academic and clinical procedures, regulations, and student affairs is detailed in separate documents. These documents are available to students in the Chancellor's Office and the Albizu Library. Once students are registered, it is their responsibility to become familiar with and comply with all institutional norms, policies, and procedures, as well as those of their specific programs.

## **HISTORY**

The historical origin of Albizu University dates to the year 1966, when the Puerto Rico Institute of Psychology was founded by Dr. Carlos Albizu-Miranda with the specific objective of offering a Master of Science degree in clinical psychology. At that time, there were very few mental health professionals on the island and most of them received their professional education outside Puerto Rico.

Upon completion of professional studies outside Puerto Rico, returning mental health professionals were confronted with the necessity of adapting their training to Puerto Rican sociocultural realities. The Puerto Rico Institute of Psychology met the need for culturally sensitive professional training. Albizu's San Juan Campus continued in this tradition and is today an educational Institution whose programs of study and research are founded, both in theory and practice, on the multicultural heritage of Puerto Rico.

With the establishment of the Miami Campus in 1980, the Institution responded to the need in the United States for graduate psychology programs sensitive to cultural and ethnic issues. In January 2015, the Mayagüez University Center, which is under the responsibility of the San Juan Campus, began providing academic offerings and clinical services to the western region of Puerto Rico. Through the programs at its two campuses and its additional location, Albizu provides professional training that is relevant and responsive to the mental health needs of the communities served and to the need for culturally sensitive research, thereby contributing to the development of the professions of psychology and health.

## **MISSION**

Albizu University educates professionals in behavioral sciences, speech pathology and other disciplines, committed to research, to improve quality of life, and to serve diverse communities.

## **VISION**

To be an international leader in academic innovation, research, and community service, promoting diversity to generate a transformative social impact.

## **VALUES**

Albizu University fosters the following organizational goals:

- Excellence in academic programs and services
- The development of fundamental humanistic qualities in our students
- A respect for diversity
- A commitment to social responsibility
- The integration of knowledge with technological advances
- Ethical behavior at all organizational levels
- Commitment to the development of human resources
- Openness to the participation of the academic community
- Operational transparency and administrative efficiency

The San Juan Campus and the Miami Campus share the above principles and are committed to the primary purpose of training students for careers in mental and occupational health and related fields. As such, Albizu seeks to train professionals in a manner that enables them to:

- Integrate theory and practice in their chosen fields.
- Be sensitive to the cultural realities of different ethnic groups.
- Understand and put into practice ethical norms and professional standards.
- View personal growth and development as a lifelong process.

The educational objective of Albizu graduate clinical programs is to train professionals who can provide services in a manner that is sensitive and responsive to cultural and ethnic issues in health, mental health, occupational health, and other related fields. Academic programs are directed toward five target areas of professional formation:

- Development of clinical and organizational intervention skills with due regard for the behavioral norms, values, and belief systems of the client.
- Development of appropriate assessment skills, taking into consideration multi-cultural variables, the special needs and qualities of groups, and the integration of research findings in the assessment process.
- Awareness and understanding of the psychological needs and behaviors of different ethnic groups within their sociocultural contexts.
- Development of clinical and organizational skills, or both, through supervised experiences
- Development of research skills through supervised research experiences.

Albizu's graduate programs in psychology adhere to the Mission Bay Resolutions, adopted in 1987 by the National Council of Schools and Programs of Professional Psychology. The Mission Bay Resolutions define the following nine areas of professional psychology:

- Scientific and Professional Ethics and Standards
- Research Design and Methodology
- Statistics
- Psychological Measurement
- History and Systems
- Biological Basis of Behavior
- Cognitive-Affective Basis of Behavior
- Social and Cultural Basis of Behavior
- Individual Behavior

In fulfillment of its institutional goals, Albizu University follows a long tradition of academic excellence, innovative educational policies, and commitment to the social issues affecting our communities. In the words of our founder, Carlos Albizu-Miranda, "love reaches beyond knowledge."

Albizu partners with academic and professional organizations such as the American Psychological Association, as well as with accrediting and licensing boards, in fostering quality training in psychology and the health sciences. Students are invited to join us in an enriching and challenging educational endeavor.

# CAMPUS INFORMATION

## GENERAL INFORMATION

Since 1966, Albizu University has trained health professionals at its campus in San Juan. As of the Spring term of 2015, the San Juan Campus (SJC) opened an additional location, the Mayagüez University Center (MUC), on the western side of Puerto Rico. MUC is governed by the same academic and administrative policies and procedures as SJC. The Chancellor of the San Juan Campus, as well as the academic directors of the programs currently offered in Mayagüez, hold the same supervisory and support responsibilities at MUC as they do at SJC.

The Mayagüez University Center is directed by the Associate Dean for Academic Affairs, who is the academic and administrative representative, and is responsible for the implementation of current institutional policies regarding the provision of services to students, faculty, and employees.

Each location has its own clinic(s)-the Community Mental Health Clinic and the Speech and Language Pathology Clinic in San Juan and the Albizu Clinic in Mayagüez-which serve a dual purpose: (1) clinical practice for students and interns; and (2) integrated health services for the community.

## ACADEMIC PROGRAMS

The programs of study are designed to train professionals capable of serving the general population in the United States and Latin America, with special emphasis on the service of minorities.

### San Juan Campus

#### *Degrees Conferred*

Interdisciplinary Baccalaureate (B.I.)

#### *Concentrations/Areas of Specialization*

- Psychology
- Speech and Language Therapy
- Cyberpsychology (on-line)

Master of Science (M.S.)

- Autism and Other Neurodevelopmental Disorders
- Clinical Psychology
- Counseling Psychology
- Industrial/Organizational Psychology
- Neuropsychology (on-line)
- School Psychology
- Speech and Language Pathology

Doctor of Philosophy (Ph.D.)

- Clinical Psychology
- Industrial/Organizational Psychology
- Psychology with a Specialization in Consulting, Research, and Teaching

Doctor of Psychology (Psy.D.)

- Clinical Psychology
- Counseling Psychology

#### *Graduate Certifications*

Autism

Forensic Psychology

Human-Animal Interaction and Animal-Assisted Interventions (on-line)

## Mayagüez University Center

### *Degrees Conferred*

Interdisciplinary Baccalaureate (B.I.)

Master of Science (M.S.)

Doctor of Philosophy (Ph.D.)

Doctor of Psychology (Psy.D.)

### *Graduate Certification*

Autism

### *Concentrations/Areas of Specialization*

- Psychology  
- Speech and Language Therapy

- Autism and Other Neurodevelopmental Disorders  
- Counseling Psychology  
- Industrial/Organizational Psychology  
- School Psychology  
- Speech and Language Pathology

- Industrial/Organizational Psychology

- Clinical Psychology  
- Counseling Psychology

## LOCATION, HOURS, AND CONTACT INFORMATION

### San Juan Campus

The San Juan Campus is located at 151 Tanca Street, at the corner of San Francisco Street, in the heart of historic Old San Juan, which is the country's cultural center and the location of major government offices, including the Capitol building and the Governor's residence and offices. SJC is in the restored Baldorioty School, which dates to 1917.

The physical facilities are located on a one-acre lot with parking for 170 automobiles. The 54,400 sq. ft. building has three stories containing classrooms, library and reading rooms, faculty and administrative offices, the Community Mental Health Clinic, the Speech and Language Pathology Clinic, research facilities, two computer labs, an auditorium, and common eating and rest areas.

The administrative offices are open from 9:00 a.m. to 6:00 p.m., Monday through Thursday and from 9:00a.m. to 3:00 p.m. on Fridays. Academic courses may be offered from 8:00 a.m. to 10:00 p.m. Monday through Thursdays, Fridays from 9:00 a.m. to 3:00 p.m., and Saturdays from 9:00 a.m. to 5:00 p.m. to meet the needs of our student body.

For more information, please call us at 787-725-6500, visit our web page at [www.albizu.edu](http://www.albizu.edu), or write or visit us at the following addresses:

#### *Mailing Address*

Albizu University  
P.O. Box 9023711  
San Juan, PR 00902-3711

#### *Physical Address*

Albizu University  
151 Tanca St.  
San Juan, PR 00901-1412

### Mayagüez University Center (MUC)

The Mayagüez University Center is in Mayagüez, Puerto Rico. MUC's physical facilities consist of a one-story building (45,146 square feet) containing modern classrooms, the Albizu Clinic (offering mental health and speech and language services for children and adults), library, computer lab, a wide Center for Students, administrative offices, and an ample parking lot.

MUC's administrative offices are open from 9:00 a.m. to 6:00 p.m., Monday through Thursday and from 9:00 a.m. to 3:00 p.m. on Fridays. Academic courses may be offered from 8:00 a.m. to 10:00 p.m. Monday through Thursdays, Fridays from 9:00 a.m. to 3:00 p.m., and Saturdays from 8:00 a.m. to 5:00 p.m. to meet the needs of our student body.

The Albizu Clinic is open Monday through Thursday from 8:00 AM to 8:00 PM and Friday and Saturday from 8:00 a.m. to 4:00 p.m.

For more information, please call us at 787-838-7272, visit our web page at [www.albizu.edu](http://www.albizu.edu), or write or visit us at the following address:

***Mailing Address***

Albizu University  
P.O. Box 3476  
Mayagüez, PR 00681-3476

***Physical Address***

Albizu University  
Carr. PR64 Esq. #3, Urb. Industrial  
Bo. Algarrobos  
Mayagüez, PR 00680

## **ACCREDITATION**

Albizu University is accredited by the Middle States Commission on Higher Education.

The Master of Science Speech and Language Pathology education program at Albizu University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

The Ph.D. in Clinical Psychology and Psy.D. in Clinical Psychology programs on the San Juan Campus have been accredited by the American Psychological Association (APA) since September 23, 1994.

The Psy.D. in Clinical Psychology program at the Mayagüez University Center submitted the self-study to the American Psychological Association (APA) in September 2021. A site visit was scheduled for 2023.

Questions related to a program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street NE  
Washington, DC 20002-4242  
800-374-2721  
202-336-5500  
Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: <http://www.apa.org/ed/accreditation>

## **LICENSING**

Albizu University is licensed as a higher learning institution by the Board of Postsecondary Institutions. Inquiries on the licensing status may be addressed to:

***Mailing Address***

Junta de Instituciones Postsecundarias  
P.O. Box 19900  
San Juan, PR 00910-1900

Tel. (787) 722-2121  
Fax (787) 641-2573

***Physical Address***

Junta de Instituciones Postsecundarias  
Calle San José, Esq. San Francisco  
Viejo San Juan  
San Juan, PR 00902-3271

## **PROFESSIONAL AFFILIATIONS**

The San Juan Campus has established professional affiliations with the following:

American Association for Higher Education and Accreditation  
American Council on Education  
American Library Association  
Hispanic Association of Colleges and Universities (HACU)  
National Association of Independent Colleges and Universities (NAICU)  
National Association of Student Financial Aid Administrators  
National Council of Schools and Programs of Professional Psychology  
Puerto Rican Association for Institutional Research  
Puerto Rico Association of Private Colleges and Universities

## **ARTICULATION AGREEMENTS**

The San Juan Campus has articulation agreements with the following institutions:

Mercy College (New York, USA)  
Universidad a Distancia de Madrid (Madrid, Spain)  
Universidad Central de Bayamón (Bayamón, Puerto Rico)  
Universidad del Sagrado Corazón (San Juan, Puerto Rico)  
Universidad de Puerto Rico – Medical Sciences Campus (San Juan, Puerto Rico)  
Universidad de Puerto Rico – Cayey Campus (Cayey, Puerto Rico)

## **CERTIFICATION**

All students are reminded that, while the curriculum of the university is designed to assist students in the acquisition of certification by outside agencies, completion of a course of studies or academic program in no way guarantees automatic eligibility for certification. Albizu University and its representatives cannot either directly or indirectly assure students of future certification by outside agencies.

## **PROFESSIONAL LICENSURE**

### **Psychology**

The profession of psychology in Puerto Rico is regulated under Law 96, June 4, 1983, as amended. All inquiries regarding licensure should be directed to the following address:

Oficina de Reglamentación y Certificación de los Profesionales de la Salud  
Edificio GM Group  
Urb. Caribe (Front of the old building of La Electrónica)  
1590 Ponce de León St.  
Río Piedras, PR  
Tel: 787-999-8989  
<http://orcps.salud.gov.pr/>

Students interested in obtaining licensure in a state other than Puerto Rico should contact the following:

Association of State and Provincial Psychology Boards  
P.O. Box 849  
Tyrone, GA 30290  
Phone: 678-216-1175  
Fax: 678-216-1176

asppb@asppb.org  
<http://www.asppb.net/>

## **Speech and Language Therapy/Pathology**

The professions of speech and language therapy and speech and language pathology in Puerto Rico are regulated under Law 77. Speech and language therapy and speech and language pathology graduates from SJC are qualified to apply for the speech and language therapy/pathology licensing examination. All inquiries regarding licensure should be directed to the address below.

Oficina de Reglamentación y Certificación de los Profesionales de la Salud  
Edificio GM Group  
Urb. Caribe (Front of the old building of La Electrónica)  
1590 Ponce de León St.  
Río Piedras, PR  
Tel: 787-765-2929, Ext. 6530, 6637  
<http://orcps.salud.gov.pr/>

## **LANGUAGES OF THE SAN JUAN CAMPUS AND MAYAGÜEZ UNIVERSITY CENTER**

In recognition of the unique cultural and linguistic diversity in Puerto Rico, both Spanish and English have been adopted as official languages. Although Spanish is the predominant language in the classroom, students may express themselves in English. Should enough students (at least 10) request it; classes may be given in English. Students are expected to have adequate reading, writing, and conversational skills in both English and Spanish.

## **LIBRARIES**

The Dr. Carlos Albizu-Miranda Library on the San Juan Campus and the Library of the Mayagüez Center provide the following services:

- Loans of materials and equipment
- Professional reference consultation
- Resource guides
- Information literacy skills through our website
- Access to electronic databases
- Printed copies of library policies and procedures regarding automated services, circulation, books, theses, academic journals, and copyright

By providing access to print and online resources through the website <http://www.albizu.edu/libraries>, the libraries provide a wealth of knowledge to support the academic disciplines taught at the University and enable users to manage information resources properly, with advanced technology.

The mission of the libraries is to support the quality of teaching, learning, and research by providing access to recorded knowledge through the acquisition, organization, and interpretation of information, appropriate to the current and future needs of students, faculty, staff, and the immediate community. Operating from increasingly advanced and modern facilities, the libraries seek to meet and anticipate the needs of users, in agreement with the institutional education program.

## **COMPUTER LABORATORIES**

### **San Juan Campus**

Four computer laboratories are available, two on the third floor and two on the first floor. They are open Monday through Thursday from 8:00 a.m. to 10:00 p.m., Friday from 8:00 a.m. to 4:00 p.m., and Saturday from 8:00 A.M. to 3:00 p.m. A technician is available to provide support to faculty and students during the



listed hours. (Please see the Specialized Services and Programs section of this catalog for detailed information on technology services.)

### **Mayagüez University Center**

The computer laboratory is located on the first floor of the building, and it is open Monday through Thursday from 9:00 a.m. to 10:00 p.m. and Friday from 9:00 a.m. to 3:00 p.m. A technician is available to provide support to faculty and students. (Please see the Specialized Services and Programs section of this catalog for detailed information on technology services.)

### **HONORLOCK ONLINE PROCTORING**

To ensure the safety of exams, the institution has selected the Honorlock program to monitor or guard them. Honorlock is an online monitoring service that allows students to take exams from the comfort of their home, while maintaining the highest safety standards. This tool uses various artificial intelligence technology resources to conduct the monitoring process. For more information visit <https://honorlock.com>.

### **INSTITUTIONAL DOCUMENTS FOR STUDENTS**

A wide range of institutional documents related to students can be found in the Policies, Procedures, and Consumer Information section of the Albizu website <https://www.albizu.edu/about-us/policies-procedures-and-consumer-information/>. These include:

*Consumer Information Manual*  
*Student Rights under FERPA*  
*Drug, Alcohol, and Tobacco Institutional Policy*  
*Administrative Withdrawal Policy*  
*Academic Catalog (San Juan Campus)*  
*Bullying Protocol*  
*Campus Safety Statistics (Jeanne Cleary Act)*  
*Notice of Non-Discrimination Disclaimer 2016*  
*Policies and Procedures for Sexual Harassment and Discrimination Grievances*  
*Student Guide to Reasonable Accommodation*  
*Student Council and Student Associations Manual*  
*Policy on Code of Conduct for Financial Aid Employees*  
*General Policies and Disciplinary Procedures Manual*  
*Institutional Policy for the Protection of Whistleblowers*  
*Emergency Plan*  
*Evacuation Plan for Emergency Situations (SJC)*

**Additional documents and specific information pertaining to specific programs are available at the respective academic program offices.**

### **SAN JUAN CAMPUS AND MAYAGÜEZ UNIVERSITY CENTER CALENDAR**

It is the student's responsibility to obtain a copy of the institutional calendar at the beginning of each academic term. The calendar is available on the Albizu website at: <https://www.albizu.edu/download/institutional-academic-calendar/>

### **SAN JUAN CAMPUS CATALOG**

It is the student's responsibility to read and understand the contents of this document. An electronic copy of the catalog is available on the Albizu website at: <https://www.albizu.edu/academics/#catalog>

# ACADEMIC POLICIES

## ACADEMIC CALENDAR

The academic calendar is divided into two fifteen-weeks terms (Fall and Spring) and one eight-weeks Summer term. The Summer term is considered a regular part of the academic year. During the Summer term, classes will meet twice a week. Students are expected to register for all three terms each year to fulfill academic progress requirements and expectations. The calendar is as follows (subject to change, according to academic and institutional needs):

|   |   |
|---|---|
| Fall term                                 | Mid-August to Mid-December                      |
| Spring term                               | Mid-January to Early May                        |
| Summer term                               | Mid-May to Mid-July                             |
| Practicum sessions for clinical programs  | August to December, January to May, May to July |
| Practicum sessions for all other programs | August to December, January to May              |

## INSTITUTIONAL ADMISSION POLICY (EFFECTIVE FALL 2017)

### Admissions Criteria

Albizu University has established the minimum criteria to be considered when reviewing a candidate for admission. Individual academic programs, consistent with the standards of licensing bodies and professional accreditation agencies, establish additional criteria. Following are the minimum institutional admissions criteria and, in some cases, a brief description of the purpose:

1. Grade point average (GPA)
2. Standardized test scores, as requested by the academic program:
  - a. SAT or Pruebas de Evaluación y Admisión Universitaria (College Board) results (associate and bachelor's degrees)
3. Original Statement of Purpose, as requested by the academic program (among other purposes, this serves to determine the candidate's interest in the program and Institution and short-, mid-, and long-term goals, as well as to assess written communication skills)
4. Recommendation letters from professor(s), employer(s), or community leader(s), with the number of requested letters and their format determined by the academic program (among other purposes, these assist in evaluating abilities such as initiative, leadership, critical thinking, teamwork, and conflict management, as well as in assessing previous clinical and research experiences)
5. Interview (among other purposes, this assists in verifying the candidate's interest in the program and the Institution; short-, mid- and long-term goals; clinical and/or research experience; matches with faculty research interests; experience in public speaking; volunteer work or community service; oral communication and general interviewing skills; and general perseverance)
6. Additional requirements specific to each academic program

### Minimum Requirements

The minimum requirements for admission to Albizu University are the following:

#### *Associate and bachelor's Degrees*

1. Evidence of having completed high school or its equivalent

2. An overall GPA of 2.0 from a high school, high school equivalent, and/or accredited institution of higher education (for transfer students)
3. Compliance with any additional requirements for the academic program the student wishes to pursue (see the corresponding section of this catalog)

#### *Post-bachelor's Certificate and master's degree Programs*

1. Evidence of having completed a bachelor's degree in a public or private higher education institution licensed to operate in its jurisdiction.
2. An overall undergraduate GPA of 3.00
3. Compliance with any additional requirements for the academic program the student wishes to pursue (see the corresponding section of this catalog)

#### *Graduate or Post-master's Certificate Programs*

1. Evidence of having completed a master's degree in a public or private higher education institution licensed to operate in its jurisdiction.
2. An overall master's program GPA of 3.00
3. Compliance with any additional requirements for the academic program the student wishes to pursue (see the corresponding section of this catalog)

#### *Doctoral Degree Programs (except for the Ph.D. and Psy.D. in Clinical Psychology and Psy.D. in Counseling Psychology, listed below)*

1. Evidence of having completed a master's degree in a public or private higher education institution licensed to operate in its jurisdiction.
2. An overall master's program GPA of 3.00
3. Compliance with any additional requirements for the academic program the student wishes to pursue (see the corresponding section of this catalog)

#### *Psy.D. in Clinical Psychology and Counseling Psychology and Ph.D. in Clinical Psychology Programs*

1. An overall undergraduate GPA of 3.25
2. Compliance with any additional requirements for the Psy.D. or Ph.D. in Clinical Psychology program as requested in the application and/or during the candidate interview.

We urge those interested in attending the University to apply for admission and to submit all the required documentation (as established in this policy) as well as any additional document(s) requested by the program the student wishes to pursue (as established in the corresponding section of this catalog).

#### **Exceptional Admission Criteria**

The Institution reserves the right to admit candidates with exceptional characteristics, as defined below.

- Bachelor's Degree: Minimum cumulative grade point average (CGPA) from high school, or transferred from another higher education institution, of 1.80.
- Bachelor's Degree in Education (Miami Campus): Minimum CGPA from high school, or transferred from another higher education institution, of 2.00.

- Post-bachelor's Certificate and master's degree: Minimum CGPA from a bachelor's degree of 2.50, but with a minimum grade point average of 3.00 in specialty or concentration courses. If the candidate has earned a master's degree, a master's CGPA of 3.00 can be considered.
- Graduate Certifications and Doctorates: Minimum CGPA of 2.50 from a master's degree and evidence of research experience (papers, certifications, etc.).
- Clinical Psy.D. and Ph.D. (APA accredited): Minimum CGPA from a bachelor's degree of 3.00, but with a minimum grade point average of 3.25 in specialty or concentration courses. If the candidate has earned a master's degree, a master's CGPA of 3.00 can be considered. Evidence of research or clinical training experiences (written work, certifications).

### **Documentation Requirements**

All applicants must submit the following documents:

1. Application form and admission fee
2. Official transcripts
3. Letters of recommendation or completed official recommendation forms from professor(s), employer(s), or community leader(s), according to the requirements of the specific academic program.
4. Any additional documents required by the academic program to which the student is applying.
5. Academic credentials evaluated by an authorized credential evaluation agency (for international students only)

Depending on the requirements for the specific academic program, applicants to associate and bachelor's degree programs must also submit:

1. SAT or *Pruebas de Evaluación y Admisión Universitaria* (College Board) results

Depending on the requirements for the specific academic program, applicants to master's degree, graduate or post-master's certificate, and doctoral degree programs must also submit:

1. A written statement composed by the student during an interview with the Evaluating Committee, as requested by the academic program

Those interested in applying to the San Juan Campus must also submit:

1. Criminal Background Certificate (*Certificado de Antecedentes Penales*)
2. Health Certificate
3. Proof of Hepatitis-B vaccination
4. Copy of PVAC Form with an original signature (for those under 21)
5. Copy of COVID-19 vaccine (two complete doses) with an original signature (for those under 21)

### **Application Procedures for the associate and bachelor's Degree Programs**

1. Candidates will submit all required documents, according to the academic level and program

they are interested in, as well as any additional documentation requested by the academic program the student is applying for, as established in the corresponding section of this catalog.

2. The Evaluating Committee will evaluate every application and assign each one a final score based on the criteria and relative values established for each level and academic program.
3. A letter of notification with the determination of the Evaluating Committee will be sent to every applicant.

### **Application Procedures for the Master's, Post-master's or Graduate Certificate, and Doctoral Degree Programs**

1. Candidates will submit all required documents, according to the level and program they are interested in, as well as any additional documentation requested by the academic program the student is applying for, as established in the corresponding section of this catalog.
2. The Evaluating Committee will prepare an initial evaluation of every applicant and assign each one a preliminary score based on the criteria and relative values established for each level and program. Candidates who qualify will receive an invitation for an interview.
3. Selected applicants will be informed of the place, time, and day of their interviews.
4. The Evaluating Committee will complete the evaluation process of interviewed candidates and assign each a final score based on the criteria and relative values established for each level and program.
5. A letter of notification with the determination of the Evaluating Committee will be sent to every applicant.

### **Admission Procedures**

The application for admission must be received by the Admissions Office prior to the beginning of the term of enrollment for which the applicant is requesting admission. Out-of-state and international applicants should have all admission documents on file at least 90 days prior to the beginning of the term of expected enrollment. The application must be accompanied by a nonrefundable fee, which will be valid for one year. Should the student not enroll within one year of admission, the fee is forfeited (please see the Tuition and Fees Policy in this catalog). Admission records of nonregistered students will be kept for two years. To process an application, the following minimum documents are required: application, copy of transcript(s), letters of recommendation, and resume.

In the case of the M.S. in Speech and Language Pathology, Ph.D. in Clinical Psychology, Psy.D. in Clinical Psychology and Psy.D. in Counseling Psychology, the application and admission fees are valid only for the Fall term of the year for which the student is admitted. If the student does not enroll in the Fall term of the specified year, the admission is cancelled.

Unofficial transcripts are accepted to initiate the admission process. Official transcripts must be provided before the end of the first academic term of enrollment.

The student admission record must contain all required documents by the end of the first academic term of enrollment. Students with incomplete records after the first academic term will be subject to an administrative hold on registration and will not be allowed to register for the following term.

Students with incomplete records will not be eligible to receive financial aid until their admission files are complete.

All applications for admission for graduate and undergraduate programs and any related inquiries should be addressed to the Admissions Office, Albizu University, San Juan Campus, P.O. Box 9023711, San Juan, P.R. 00902-3711, phone 787-725-6500, fax 787-721-7187.

Albizu University is designed to serve a small group of select students who are highly motivated and have demonstrated the required level of competence to undertake rigorous professional training. The University expects to train students who will become leaders in their professions.

Admission to the University is a highly selective process. It should be noted that meeting the minimal admission requirements does not guarantee acceptance to the program. Albizu University reserves the right to reject any applicant. Students presenting falsified information may have their enrollments cancelled and credits forfeited.

Official transcripts from all institutions previously attended must be sent directly to the Admissions Office and received before the end of the student's first academic term at Albizu. In those cases where the applicant is going to receive a degree from a previously attended institution more than thirty calendar days after the beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment from the previously attended institution, the student will have up to thirty (30) working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution, including the disbursement of financial aid. Failure to report previous college-level work and/or graduate programs attended constitutes a falsification of the application and subjects the applicant to the loss of all credits earned at Albizu and may result in dismissal.

All new students are required to make satisfactory progress toward the degree. For more information on this subject, please refer to the Satisfactory Academic Progress Policy section in this catalog.

Contingent to space availability and compliance with admission requirements, applicants will receive admission to the requested term. Upon notification of acceptance, Albizu requires payment of a non-refundable Confirmation of Attendance fee, which is applicable toward fees and tuition (please see the Tuition and Fees Policy section).

Applicants who have obtained a master's degree in Industrial and Organizational Psychology in a duly accredited graduate institution other than Albizu may apply for the Ph.D. in Industrial and Organizational Psychology program. For transfer of credit information pertaining to this type of admission, please refer to the Transfer of Credit Policy section of this catalog.

## **IDENTITY VERIFICATION**

All admitted students are required to present a current ID card for identity verification purposes.

## **OFFICIAL TRANSCRIPTS POLICY (As amended in May 2020)**

Students may request academic transcripts through the university online student services system. Students who do not know their login credentials must complete a PIN form request, available at the Information Technology Office (IT).

Transcript requests from anyone other than the student will not be honored unless a written authorization from the student is provided to the Office of the Registrar, subject to the exceptions provided by the Family Educational Rights and Privacy Act (FERPA).

Official transcripts are sent by regular mail, email or through a clearinghouse and will normally be sent or be ready for pick up within five to seven (5-7) business days.

Official transcripts requested for pick up by the student will bear the stamp "Official Transcript Issued to Student" in the transcript and in the envelope. A fee for the processing of transcripts will apply.

The University reserves the right to deny requests for official academic transcripts to students with outstanding obligations with the University.

As stipulated by the Federal Department of Education (Title IV), all transcripts and materials submitted by the students from other institutions as part of their admission requirements, will become the sole property of the University and cannot be returned to the student. Students must contact previous institutions attended if in need of such documents.

### **INSTITUTIONAL LEAVE (As amended in May 2020)**

Institutional leave is an administrative status that permits students to interrupt their program of studies. Institutional leave must be approved by the Academic Program Director upon completion and evaluation of the required form. Students seeking institutional leave must apply for the leave according to the deadlines established by the University in the Academic Calendar.

Detailed instructions and a form for applying for institutional leave may be obtained at the Office of the Registrar. The Institutional Leave of Absence Form should include a note regarding the consequences of a leave of absence for more than 180 days to Financial Aid Programs participants. All leaves of absence are for a period of one session and must be renewed thereafter by the student following the same procedure. A nonrefundable fee per academic session shall be paid by the student when he/she is on institutional leave.

Students who fail to register without an authorized institutional leave will be administratively withdrawn from the Academic Program and will be required to apply for readmission under the new current catalog requirements in effect at the time of their readmission for such academic program.

The time limitation for degree completion may not be extended beyond the maximum degree completion term, as established in the catalog. Undergraduate and graduate students are allowed a maximum of three (3) institutional leave of absence during their course of study. Students can take leaves of absence, if approved, consecutively or during non-consecutive academic sessions.

### **TRANSITIONAL LEAVE (As amended in May 2020)**

This is an institutional leave available only to students who have completed all academic requirements and are waiting to start an internship or practicum. This leave will be granted to students who meet these criteria upon approval of the Program Director. In the case of Transitional Leave, a fee waiver will apply.

### **UNDERGRADUATE PROGRAM READMISSION (As amended in May 2020)**

Students are eligible to apply at any time for readmission into their original program when either of the following two circumstances occur: when students interrupt their program of studies without an authorized leave of absence or when the student fails to reenroll at the University after expiration of an approved leave of absence.

Students dismissed for academic reasons may reapply for readmission to any program after at least one academic session has elapsed since dismissal. Students dismissed for non-academic reasons shall not reapply for admission to any program. Once the readmission package is completed, the Program Director and program faculty will review the record. The University reserves the right whether to readmit students.

Readmission applications must be requested from and returned to the Office of Recruitment and Admissions.

### **INSTITUTIONAL GRADUATE PROGRAM READMISSION POLICY (Approved on May 2020)**

Students are eligible to apply at any time for readmission into their original program when either of the following two circumstances occur: when students interrupt their program of studies without an authorized leave of absence or when the student fails to reenroll at the University after expiration of an

approved leave of absence.

Students dismissed for academic reasons may reapply for readmission to any program after at least six months have elapsed since its dismissal. These students must provide evidence demonstrating how academic deficiencies were remediated. Students dismissed for non-academic reasons cannot reapply for admission to any program. Readmission applications must be requested from and returned to the Office of Recruitment and Admissions. Once the readmission package is completed, the Academic Program Director and program faculty with the Registrar will review the record. The University reserves the right whether to readmit students. The following procedures for readmission will apply:

1. Faculty will carefully evaluate the applicant's previous academic and clinical performance (if applicable), before making a recommendation.
2. Faculty will be prescriptive at the time of readmission regarding requirements to address prior performance challenges.
3. Students will be readmitted under the rules and amendments contained within the Catalog in effect at the time of readmission.
4. Readmitted students will be subject to a time limitation policy as to courses, practice, and exams.
5. Credits previously accepted for transfers that were earned more than seven (7) years prior to the readmission date will not be approved unless they constitute part of a degree already awarded.
6. The total number of times that a readmitted student can take either the master's or the doctoral Comprehensive Examination is three (3). In the case of the readmitted student, the number of times the comprehensive tests taken before applying for readmission will be subtracted from the total number of times allowed for taking the exam.
7. Upon readmission under a new catalog, the student will have the term specified in the new catalog for degree completion, less the years already accrued under the applicable catalog when first enrolled.
8. Time spent on a duly authorized leave of absence will be excluded from the term for degree completion. However, any request for a time extension based on the fact that the student was on a duly authorized leave of absence has to be submitted in writing and will follow the same procedure as all requests for time extension.

## **CROSS-REGISTRATION**

Upon the approval of the Program Director, a student may enroll at another accredited institution. The courses taken at the other institution must not be offered at Albizu.

Of the total credits allowed for transfer (21), graduate students (12 credits for Psy.D. in Clinical Psychology and Ph.D. in Clinical Psychology) can take a maximum of 9 credit hours under this provision. Undergraduate students are allowed to register for a maximum of 90 credits at other regionally accredited higher learning institutions.

Students must provide evidence of their status as regular students at Albizu to be able to benefit from cross-registration.

## **INSTITUTIONAL COURSE CHALLENGING POLICY**

Every student enrolled in a degree program has the option to earn credit for a course using a course challenge. A course challenge indicates that the student believes he or she already possesses the skills and knowledge covered in the class. This must be demonstrated by passing one or more exams based on the topics in the course syllabus. The following protocol must be observed when applying to challenge a course:



1. The student will complete an official application and pay the application fee at the Finance Department. The Finance Department will issue a receipt that the student will present at the Registrar's Office as evidence that the application process has been initiated. The student will then obtain the required approval signatures in the following order: 1) the professor who will prepare the exam(s), 2) the student's academic counselor, 3) the relevant Program Director, and 4) the Chancellor. After all parties have signed the application, the student will submit it to the Registrar's Office, where it will be evaluated for compliance with all applicable requirements, a process that will take no less than ten working days. After the Registrar's Office has finished the evaluation process, a student who has been determined to comply with all the requirements will be instructed to submit the necessary payment to the Finance Department prior to taking the exam(s). (Please see the Tuition and Fees section of this catalog.) Once the payment has been processed by the Finance Department, the student will present the receipt at the Registrar's Office, and he/she will receive final authorization to challenge the course.
2. The cost of a challenged course will be the same as that of a course taken in the classroom. This policy establishes that the student must enroll in the course before taking the course challenge exam(s) and must pay for the course at the time of enrollment. The Finance Department must ensure the course has been paid for in full. This payment must not be mistaken for a credit transfer payment, as these are two completely different processes. No payment plans will be authorized for a course challenge.
3. Payment of challenged courses cannot be covered with Title IV or Title V funds.
4. Only certain foundation or elective courses can be challenged. Course challenges are not permitted for clinical or concentration courses, courses with laboratory sessions, or practicum modules. The Registrar's Office can provide a complete list of the courses that can be challenged.
5. Approval to challenge a course will be subject to the following:
  - a. Availability of a professor to prepare the course challenge exam(s). The Chancellor will designate the professor. As a first option, a professor offering the course at the time of the application will be asked for his or her availability to prepare for the exam(s). If the professor is unable to accept, the Chancellor will designate an alternate professor.
  - b. Administrative capacity to oversee the course challenge process.
  - c. Determination that the residency time for the student's program, as stipulated in this catalog, will not be affected by the application. It is the responsibility of the Registrar to ensure compliance with this requirement when evaluating and recommending a course challenge application.
6. The student must be in good standing at the time of the application. Good standing is defined as having at least the minimum cumulative GPA required for the student's program. Neither a student on probation nor one who failed to pass the course on a previous occasion may apply to challenge a course.
7. Application to challenge a course must be made during the regular academic advisement period, the regular enrollment period, or the add/drop week. Applications received outside of these periods will be evaluated according to the merits of each.
8. Unless otherwise stipulated by the Chancellor, the exam(s) will be prepared by the professor offering the course, who will ensure that all competencies described in the syllabus are covered.
9. If the student fails the exam(s), he or she cannot challenge the same course again.
10. If the student does not comply with all the requirements established by the professor, he or she will not pass the course.

11. Application and tuition fees will not be refunded if the student fails the course.
12. Exam(s) will be administered in person.
13. No retroactive applications will be accepted.
14. The grade will be posted according to the date established in the Academic Calendar.
15. The following seminars may be challenged:
  - a. SEMM 531 – Seminar APA Style
  - b. RMIC 741 – Statistical Package for the Social Sciences I (SPSS I)
  - c. RMIC 742 – Statistical Package for the Social Sciences II (SPSS II)
16. A student who wishes to challenge a course must present valid reasons for the application. Time schedule conflicts will not be considered a valid reason. The authorization to challenge a course will be subject to such factors as the student having obtained the competencies through previous clinical, professional, and training experiences.
17. The final grade will depend upon the criteria and evaluation methods stipulated by the professor who prepared the exam(s).

## **CREDIT HOUR POLICY**

### **Compliance with Credit Hour Regulations**

Albizu University (hereinafter the Institution) complies with the guidelines established by the United States Federal Government definition of credit hours and with the commonly accepted practices in higher education. This is intended to define how credits are assigned in the diverse teaching modalities offered during the academic sessions.

### **U.S. Department of Education Definition of a Credit Hour**

For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time, or.
2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution, including laboratory work, internships, practices, and other academic work leading to the award of credit hours.

### **Albizu University Policy for Credit Hours**

The University defines the credit hour as follows: one credit hour corresponds to fifteen (15) contact hours per credit per term for a lecture course, a minimum of 30 hours per term for science and clinical laboratories, and a minimum of 45 contact hours per term per credit in practicums. The state licensing boards where our campuses are located, the Florida Commission on Independent Education for the Miami campus and the Junta de Instituciones Postsecundarias for the San Juan Campus, verify that all program syllabi meet this regulation. The syllabi are available in the Chancellor's Office, the Registrar's Office, and the offices of the Academic Program Directors. The Chancellor and the Academic Program Directors make sure the content of the syllabi is accomplished. Assessment activities contribute to assuring the syllabi objectives are met.

## Application of Credit Hour Policy

The credit hour policy applies to all courses at all levels (graduate, professional, and undergraduate) that award academic credit (i.e., any course that appears on an official transcript issued by the University) regardless of the mode of delivery, including, but not limited to, online, hybrid, lecture, seminar, and laboratory. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course whether it is fully online, or one delivered in lecture or seminar format. Courses that have less-structured classroom schedules, such as research seminars, independent studies, internships, practices, or any other academic work leading to the award of credit hours, at a minimum, should clearly state learning objectives and expected outcomes and workload expectations that meet the standards set forth above.

Evidence of compliance with this policy is garnered through the attendance reports required at the mid-term and end of course, reported by Faculty members to the Registrar's office.

### *Lecture Courses*

1. The undergraduate and graduate courses use the semester hour value of contact time (50 minutes) with a faculty member and expected independent student work through at least 15 weeks. Two hours of preparation or other outside work per week are required as well.
2. For online courses at undergraduate and graduate levels, instructional design is configured to comply with semester and hours requirements. Web-based or technologically mediated work as well as other alternative delivery methods enables students to acquire the competencies outlined in the syllabi. In addition, two to three hours of time per week are spent in independent preparation (readings, papers, etc.), and this supplements the students' work.

### *Dissertations, Doctoral Projects, Thesis, and Independent Studies*

1. Credits are awarded upon completion and acceptance of a degree thesis or applied project, which is the product of research performed under the guidance of a faculty committee and according to pre-established objectives.
2. Independent studies are awarded credit if the student complies with the amount of work assigned directly by a professor and can demonstrate the course's core competencies. The student must interact with a faculty member on a regular and substantive basis to ensure progress within the course.

### *Laboratories*

1. Laboratory experiences are considered supplementary to the lecture hours and provide space for students to practice and develop their work outside the classroom. Lab experiences do not carry a credit hour assignment. However, laboratory outcomes, instructional strategies, and activities are clearly established in their corresponding syllabi. Hour distributions are shown under the Course Descriptions of the institutional catalog from each campus. Laboratories must be enrolled on a concurrent course if it is established on the curricular sequence of the program and laboratory syllabi.

### *Practice and Internships*

1. Practice and internships are offered in different disciplines. They are academic, research, and/or clinical non-salaried experiences. Although offered according to the academic calendar, hours are assigned according to the needs of the respective fields. A minimum of 45 hours per course

is required. The equivalent amount of work, represented by an intended learning outcome of an academic activity, is verified by evidence of the student achievement.

2. The guidelines for these courses, describing the practice's requirements, are available at the corresponding academic program and in the institutional catalog of each campus.
3. At the San Juan Campus, to accommodate the socio-economic conditions of the student population, these experiences have an institutional fee significantly lower than the equivalent of 3-to-6 credits per semester. Therefore, the practice and internships do not have a credit assignment. Nevertheless, the syllabi and guidelines for these educational experiences state learning objectives and expected outcomes and workload expectations that meet the standards set forth above, following professional accrediting organization, state licensing board, and MSCHE policy, thus conforming to commonly accepted practice in higher education.

## **INSTITUTIONAL GRADUATE-LEVEL DEGREE EVALUATION POLICY**

Students whose programs require a degree examination or evaluation at the graduate level must register to take the same after they have successfully passed the courses in the areas to be evaluated. This policy is mandatory for all academic programs requiring degree examinations or evaluations. Each program will determine the specific requirements with which students must comply to register for the evaluations.

*For more information go to the corresponding degree examination section in this catalog.*

## **DISTANCE LEARNING**

The Institution has online courses as part of its distance learning offerings. The course activities can be synchronous or asynchronous. To provide the required credit hours, the following standards have been established to ensure equivalency between online and on-campus courses:

1. The activities or guidelines of the course serve the established objectives regardless of the delivery method.
2. The online and classroom activities are equally measurable for grading.
3. Online activities have the oversight and direct supervision of a faculty member.
4. Online activities are equivalent to the activities in the classroom.
5. The online and classroom courses are comparable in rigor and integrity.

Student learning outcomes for online courses are based on documented qualitative and quantitative expectations. All courses comply with the objectives outlined in the syllabus. The instructional strategies promote interaction between students, faculty, and the course content, taking into consideration:

1. The time required for students to complete the established learning activities, based on degree level and field of study.
2. The time required for students to read and understand the content posted online.
3. The time required for course faculty to respond to student questions or concerns received via email, posted in the learning management system, and/or discussed in online class forums or conference activities; the equivalence of online and face-to-face learning is established through the student/faculty/content interaction facilitated by the institutional learning management system.

## **DISTANCE EDUCATION: ACADEMIC ENGAGEMENT, MONITORING COMPLETION OF CLOCK HOURS AND SUBSTANTIVE AND REGULAR INTERACTIONS**

1. Academic Engagement is defined as the active participation by a student in an instructional activity related to the student's course of study that includes, but is not limited to:
  - a. Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and the student.
  - b. Submitting an academic assignment.
  - c. Taking an assessment or exam.
  - d. Participating in an interactive tutorial, online seminar, or other interactive computer-assisted instruction.
  - e. Participating in a study group, group project or an online discussion that is assigned by the institution.
  - f. Interacting with an instructor about academic matters.
2. The institution will monitor the compliance with the clock hours through distance education by:
  - a. In a synchronous setting, the professor and students use a webcam process whereby the professor monitors and interacts with students during scheduled class time engaging with all students.
  - b. In an asynchronous environment, the institution will use the feature Intelli board available in Blackboard that monitors not only when a student logs in, but capture all activity like scrolls through reading material, works on assignment, complete quiz, etc.
3. Regarding the regular interaction between students and instructors:
  - a. Instructors will provide each student opportunities for substantive interactions through various activities, which could include, but are not limited to, discussion forums, class discussions, problem sets, case studies discussions, student presentations, interviews, role-playing, and/or simulations.
  - b. The instructor is responsible for promptly and proactively engaging in substantive interaction with the student on a regular basis to monitor the student's academic engagement or upon request by the student.

### **INSTITUTIONAL TIME LIMIT POLICY, including EXTENSION FOR DEGREE COMPLETION**

#### **\*Time Limit for Associate of Science (A.S.) or Associate of Arts (A.A.) Degree**

Every candidate for the A.S. or A.A. degree must complete the degree requirements within a period of three (3) years from the date of admission for the anticipated degree. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension of more than one year be granted. (\*Miami Campus Program)

#### **Time Limit for Bachelor of Science (B.S.), \*Bachelor of Arts (B.A.), or \*Bachelor of Business Administration (B.B.A.) Degree**

Every candidate for the B.S., B.A., or B.B.A. degree must complete the degree requirements within a period of six (6) years from the date of registration for the anticipated degree. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension of more than one year be granted. (\*Miami Campus Program)

#### **Time Limit for Master of Science (M.S.), Master of Arts (M.A.), or \*Master of Business Administration (M.B.A.) Degree**

Other than the exceptions noted below, every candidate for the M.S., M.A., or M.B.A. degree must complete

the degree requirements within a period of four (4) years from the date of registration for the anticipated degree. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension of more than one year be granted.

The time limit for the M.S. in Exceptional Student Education (M.S. in ESE) or M.S. in Teaching English to Speakers of Other Languages (M.S. in TESOL) degree is three (3) years from the date of admission for the anticipated degree. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension of more than one year be granted. (\*Miami Campus Program)

### **Time limit for Doctor of Psychology (Psy.D.) and Doctor of Philosophy (Ph.D.) in Clinical Psychology Degree**

Every candidate for the Psy.D. or Ph.D. in Clinical Psychology degree must complete the degree requirements within a period of seven (7) years from the date of admission for the anticipated degree. A one-year extension may be obtained with the approval of the Chancellor. Only under unusual circumstances will a degree extension of more than one year be granted.

### **Time Limit for the Doctor of Philosophy (Ph.D.) in Industrial/Organizational Psychology or Psychology with Specialization in Consulting, Research, and Teaching Degree**

Every candidate for the Ph.D. in Industrial/Organizational Psychology or Psychology with Specialization in Consulting, Research, and Teaching degree must complete the degree requirements within a period of seven (7) years from the date of admission for the anticipated degree. A one-year extension may be obtained with the approval of the Chancellor. Only under unusual circumstances will a degree extension of more than one year be granted.

## **SATISFACTORY ACADEMIC PROGRESS POLICY (As amended on February 2020)**

### **PURPOSE**

The Satisfactory Academic Progress Policy establishes the norms and procedures to be followed when evaluating the academic progress of Albizu University (Albizu or AU hereinafter) students. All AU students must meet the University's published Satisfactory Academic Progress (SAP) requirements. The fundamental purpose of this policy is to assist in determining the academic progress of AU students. It also helps to determine student eligibility to receive financial aid according to the regulations of the federal Department of Education. This policy applies only to a student who is active in a program.

### **DEFINITIONS**

- A. Academic Dismissal - The status assigned to a student when, after being placed on Warning status, the student fails to meet the SAP standards for his/her active program of enrollment, as detailed in Section 3.0, Item II.B, of this policy.
- B. Academic year - Three academic sessions (Fall, Spring, and Summer), each consisting of a specified number of weeks as determined by each campus. The summer session is a regular part of the academic year.
- C. Completed credits - Credits for which the student was officially enrolled and that were completed with a grade of:
  - 1) Graduate programs - A, B, or P. Exceptions to this norm are specified in the degree requirements section of each academic program that appears in the catalog.
  - 2) Undergraduate programs - A, B, C, D, or P. Every concentration course requires a minimum grade of C, except for the Interdisciplinary Baccalaureate (B.I.) in Speech and Language Therapy, which requires a minimum grade of B.

- D. Attempted credits - Every credit for which the student was officially enrolled, no matter the grade obtained, including every time the course was repeated. Courses withdrawn (W, AW) will be counted as attempted credits.
- E. Course repetition - Students can repeat courses that are not passed with the minimum grade required by the active academic program or that are retaken to improve the CGPA. These courses must be retaken in the next session they are offered. Every undergraduate student can repeat any course, seminar, or practice twice, while graduate students can repeat any course, seminar, or practice once. If a student is withdrawn (W or AW) from a course previously attempted but not completed, the second unsuccessful attempt will count as a repetition, therefore affecting his/her academic progress. The following conditions apply to course repetitions: 1) In accordance with federal regulations, the cost of a course repetition can be covered by financial aid funds. This policy applies to every program. 2) In the case of a student readmitted after an academic dismissal, if he/she fails or drops (W, AW) the course, laboratory, practice, seminar, or degree (comprehensive) exam for which the academic dismissal was originally given, he/she will be dismissed from the program without the possibility of applying for readmission to the same program again.
- F. Cumulative grade point average (CGPA) -A numeric expression of the performance achieved by a student in his/her active academic program. All the courses listed in the student's academic record are considered when calculating the CGPA. If the student has repeated a course, the highest grade obtained in that course will be used in the calculation. The CGPA is obtained by dividing the total number of honor points (Honor points are a value assigned to letter grades. AU has assigned the following values to each letter grade: A=4, B=3, C=2, D=1, F=0. This value is then multiplied by the number of credits assigned to a specific course. For instance, a grade of A for a 3 credits course equals 12 honor points.) - between the total number of credits for which the student obtained a final grade. Credits transferred from other institutions are not taken into consideration when computing the CGPA.
- G. Financial Aid Probation - A financial aid status applied immediately after a Financial Aid Suspension appeal is decided in favor of a student. Probation status may be for one term only without a plan of studies or for more than one term with a plan of studies.
- H. Financial Aid Suspension - A financial aid status applied when a student fails to achieve satisfactory academic performance following criteria outlined in Section 3.0 II.C of this policy.
- I. Forgiveness policy - When a student repeats a course, the highest grade obtained will be used in the CGPA calculation.
- J. Good Standing - The status assigned to a student who has achieved satisfactory academic performance in compliance with this policy.
- K. Graduate program - Academic programs at the master's or doctoral level, including graduate certificates.
- L. Institutional Dismissal - A mandatory administrative separation from Albizu with no guarantee of future admission, as detailed in Section 3.0, Item III.E. of this policy.
- M. Mandatory Academic Plan - a plan developed with the student to meet minimal academic standards. It is a document created in conjunction with the faculty mentor/advisor of the student.
- N. Transferred credits - Credits completed at other post-secondary institutions and accepted at Albizu in accordance with institutional norms. Transferred credits are used to calculate the time limit to complete degree requirements and will be counted as both hours attempted and hours completed. Credits may be transferred between campuses or programs.
- O. Undergraduate program - Academic programs at the baccalaureate or associate degree level, including undergraduate certificates. Warning - A status assigned to any student who meets one or more of the conditions specified in Section 3.0 Item II.A. of this policy.

## POLICY STATEMENTS

### I. DETERMINATION OF SATISFACTORY ACADEMIC PROGRESS

The major components evaluated in the determination of satisfactory progress are the student's academic performance and the time limitation of the degree.

#### A. Qualitative Component

The academic performance of the student is the qualitative measure of satisfactory progress:

- 1) A minimum Cumulative Grade Point Average (CGPA) of 2.00 for undergraduate programs, except for students enrolled in the B.A. in Education program, for which the minimum CGPA is 2.50. This is contingent to the approval of courses with the minimum passing grade established.
- 2) A minimum CGPA of 3.00 for all master's programs.
- 3) A minimum CGPA of 3.00 for doctoral programs and graduate certificates, except for the following San Juan Campus doctoral programs: Ph.D. in Clinical Psychology, Psy.D. in Clinical Psychology and Psy.D. in Counseling Psychology at the San Juan Campus.
- 4) A minimum CGPA of 3.25 for the following San Juan Campus doctoral programs: Ph.D. in Clinical Psychology, Psy.D. in Clinical Psychology and Psy.D. in Counseling Psychology.

#### B. Quantitative Component

The quantitative component sets a minimum percentage of progress required for all enrolled courses as follows:

- 1) For undergraduate programs, students must earn a minimum percentage of 67 of all attempted credit hours. \*
- 2) For master's degree and/or graduate certificate programs, students must earn a minimum of 50% of all attempted credit hours required by the program. \*\*
- 3) For doctoral programs, the following applies:

| San Juan Campus   |         |  |
|---|---------|--|
| Program   | Credits | ***Percentage of attempted credits that must be earned per session to stay within the program time limit |
| Psy.D. in Clinical Psychology                                   | 95      | 72%  |
| Psy.D. in Counseling Psych.                                     | 99      | 72%  |
| Ph.D. in Clinical Psychology                                    | 99      | 86%  |
| Ph.D. in I/O Psychology   | 79      | 71%  |
| Ph.D. in Psychology (Consulting, Research, Teaching)            | 56      | 72%  |
| Psy.D. in Clinical Psychology of the Mayagüez University Center | 95      | 72%  |

- 4) For all undergraduate programs, only grades of A, B, C, D, and P will be considered as hours completed. However, for the Interdisciplinary Baccalaureate (B.I) in Speech and Language Therapy in San Juan Campus and the Mayagüez University Center, as well as in the Bachelor of Science in Psychology, Minor in Speech and Language Pathology from the Miami Campus, all concentration courses must be approved with a minimum grade of B. Meanwhile for the B.I. in Psychology in San Juan Campus and the Mayagüez University Center all concentration courses



must be approved with a minimum grade of C. Courses with F, Administrative Withdrawal (AW), No Pass (NP), Withdrawal (W), and Incomplete (I) at the time of a student's SAP review count as attempted hours but are not counted as successfully completed hours. An Incomplete grade that is converted to a letter grade later will be considered during the next SAP review, as applicable.

- 5) For all graduate programs, only grades of A, B, and P will be considered hours completed. (Please refer to the current Albizu University Catalog for more information.) Courses with C, D, F, Administrative Withdrawal (AW), No Pass (NP), Withdrawal (W), and Incomplete (I) at the time of the student's SAP review count as attempted hours but are not counted as successfully completed hours. An Incomplete grade that is converted to a letter grade later will be considered during the next SAP review, as applicable.

\* Undergraduate students must complete their programs of study by attempting no more than 150% of the credits normally required for attainment of the degree at that level

\*\* Master's degree and graduate certificate students must complete their programs of study by attempting no more than 200% of the credits required for the programs

\*\*\* For Pass/No Pass courses (practicums, seminars, laboratories, and degree exams), students are required to pass 100% of all enrolled courses for the academic session.

### C. Norms

Albizu requires every student enrolled in a degree-seeking or certificate program to show satisfactory academic progress. The student must comply with the following norms:

- 1) Every student must maintain at least the minimum CGPA required for his/her active program.
- 2) Every student must complete at least the minimum percentage of all attempted and cumulative credits required for his/her active program within the established time limitation.
- 3) Students who cannot complete the degree requirements within the time limitation established for his/her active program may request a one-year extension from the Chancellor. Under no circumstances will an extension exceeding a one-year period be granted for completion of degree requirements for Bachelor of Science, Interdisciplinary Baccalaureate, or master's degrees. In the case of doctoral programs, only under exceptional circumstances will a degree extension of more than one year be granted.
- 4) Every student whose academic progress does not meet the criteria established for his/her active program will be placed on Warning status. If the student does not show academic progress after the warning period (consecutive academic sessions, except for dissertation enrollment, which can be consecutive or alternate), will be placed under Financial Aid Suspension/Academic Dismissal status.
- 5) If a student on Warning status interrupts his/her studies at AU, drops all classes within the first week of the academic session, or applies for a leave of absence, he/she will remain on the same status upon readmission.

### D. Time Limitation

- 1) Each undergraduate student must earn a degree within a maximum period that does not exceed 150% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University.
- 2) Each master's or graduate certificate student must earn a degree within a maximum timeframe that does not exceed 200% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University.

- 3) Each Psy.D. or Ph.D. student must earn a degree within a maximum period of seven (7) years.
- 4) Each \*Ph.D. in Human Services student must earn a degree within a maximum timeframe of four-and-a-half (4.5) years. (\*Miami Campus Program)

## II. CONSEQUENCES OF NOT MEETING SATISFACTORY ACADEMIC PROGRESS

### A. Warning

When a student fails to meet the SAP standards for CGPA and/or the established percentage for their active program of enrollment, he/she will be placed on Warning status. The student will remain eligible for financial aid during the warning period. If a student on Warning status interrupts his/her studies at Albizu, drops all classes within the first week of the academic session, or applies for a leave of absence, he/she will remain on the same status upon readmission. A student is placed on Warning status upon meeting one or more of the following conditions:

- 1) A CGPA under the minimum required for his/her academic program.
- 2) An NP in a practice module, doctoral dissertation, doctoral project, master's thesis, concept paper, internship, laboratory, or seminar
- 3) A grade of C or lower in graduate-level courses, except for specific courses that can be passed with a minimum grade of C (for further information, refer to the current University Catalog)
- 4) A grade of F in an undergraduate-level course
- 5) A grade of C or lower in any undergraduate-level course that specifically requires a minimum grade of B.
- 6) A grade of D or lower in any undergraduate-level course that specifically requires a minimum grade of C.
- 7) An NP in an undergraduate laboratory, seminar, or practice
- 8) Less than the minimum cumulative percentage of credits completed as required for his/her active program of enrollment.

### B. Academic Dismissal

If, after being placed on Warning status, a student fails to meet the SAP standards for CGPA and/or established percentage for their active program of enrollment, the student will be placed on Academic Dismissal status. This status only applies for two consecutive academic sessions in which the student is officially enrolled. However, in the case of dissertation enrollment, academic dismissal due to non-compliance with SAP standards applies whether semesters are consecutive or alternate.

- 1) A student who transfers to a new program and who has a CGPA below the admissions requirements for the new program will be subject to the requirements of the new program. And thus, will be dismissed if he/she fails to reach the minimum required CGPA during the first year of enrollment in the new active program.
- 2) Two (2) NPs in dissertation, doctoral project, master's thesis, internship, laboratories, practicum modules, and/or seminars.
- 3) A course that is not completed after three (3) attempts for undergraduate programs or two (2) attempts for graduate programs; grades of W and AW will be counted as attempted but

not completed credits, therefore having an impact upon the academic standing of the student.

- 4) Failure to pass the master's or the doctoral level examination after four (4) attempts.
- 5) Failure to meet the SAP standards for CGPA and/or the required completion rate for his/her active program on two consecutive sessions enrolled after having been placed on Warning status.
- 6) Two (2) grades of C or lower in specialization courses. If a student fails to meet minimum grade of C in the specialization courses, please consult the Institutional Catalog for applicable norms of your academic program.

#### C. Financial Aid Suspension

A student will be placed on Financial Aid Suspension status if one or more of the following conditions is present:

- 1) Noncompliance with an agreed mandatory academic plan
- 2) Two (2) NPs in dissertation, master's thesis, doctoral project, internships, laboratories, practice modules, and/or seminars
- 3) A course that is not completed after three (3) attempts for undergraduate programs or two (2) attempts for graduate programs (note that grades of W and AW will be counted as attempted but not completed credits, therefore having an impact upon the academic standing of the student)
- 4) Failure to pass the master's or doctoral level examination after four (4) attempts.
- 5) Dismissal from the active program if, after being placed on Warning status and in a mandatory academic plan, the student fails to meet the SAP standards for CGPA and/or the required completion rate for his/her program on consecutive sessions enrolled.
- 6) Two (2) grades of C or lower in clinical or research courses

#### D. Readmission

Students dismissed from a program must wait a minimum of one academic session to be eligible to apply for readmission to the same program. However, students on Academic Dismissal status may opt to apply immediately to a different program at the University, in which case the student would also be eligible to apply for financial aid.

Every readmission or admission application of a student who experiences an academic dismissal is evaluated by the relevant program director and faculty who will provide their recommendation to the Admissions Office, to the Academic Dean and to the Dean for Students Affairs. Based upon this revision process by the Program Director and the Academic and Student Affairs Deans a decision for granting or denying readmission will be reached. The University reserves the right to readmit or admit students into its programs. If the student is approved for readmission into the same program, he/she will be readmitted under Financial Aid Suspension status and with a specific mandatory academic plan addressing the issues that affected his/her performance in the past. The student may file an appeal to receive financial aid. If approved, then the student can receive financial aid under Financial Aid Probation. For information on the process of readmission under these circumstances, please refer to the current University Catalog and the General Policies and Disciplinary Procedures Manual.

Students who apply for readmission after having left for any reason other than Institutional Dismissal will be readmitted under the same status, he/she had upon leaving the program.

#### E. Institutional Dismissal

An Institutional Dismissal is a mandatory administrative separation from AU because of severe transgression against institutional policies, with no guarantee of future admission.

### III. APPEALS

#### A. Academic Status Appeals

##### 1) Academic Status Appeal Process

a) A student dismissed for failing to meet any of the SAP components will be notified in writing (by institution's email) of the dismissal. Exceptions to the SAP Policy may be requested on a case-by-case basis when a student feels there are mitigating circumstances beyond his/her control that warrant special consideration. A student cannot use the same reason for multiple appeals.

b) A student is required to submit, as part of the appeal procedure, an explanation of why he/she failed to achieve satisfactory academic progress and of what has changed in his/her situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation. Supporting documentation must be included.

c) If the filed appeal is approved, the student will be placed on probation and/or need to follow an agreed mandatory academic plan and will be eligible to receive financial aid.

##### 2) Academic Status Appeal Requirements

Every filed appeal, whether for an Academic or Institutional Dismissal, must include all the following:

a) A written academic progress appeal addressed to the Dean of Academic Affairs. This must include a statement explaining the mitigating circumstance(s) warranting special consideration.

b) Documentation or evidence that supports the circumstances described in the statement, such as letters from physicians, court documents, death certificates, copies of university documents (such as approved requests for Incompletes or course withdrawals accompanied by posted grade changes on transcripts), or, to document financial hardship, bank statements, layoff notices, foreclosure notices, court documents, or other relevant legal documents.

c) Any additional items required when the mitigating circumstance(s) will result in the student exceeding the maximum timeframe for the active program, including a copy of an academic plan or graduation evaluation form signed by the academic advisor or program director.

#### B. Financial Aid Status Appeals

##### 1) Financial Aid Status Appeal Process

A student may file an appeal if he/she is placed on Financial Aid Suspension. No financial aid status other than suspension is eligible for an appeal. To file an appeal, the student must complete an appeal form at the Financial Aid Office. As part of the process, an Evaluating Committee of the Appeal is formed which is comprised by the Financial Aid Director, the Director of the Academic Program the student belongs, the Registrar and a Professional Counselor. The student must provide documentation to support the appeal to the committee. If the Financial Aid Suspension appeal is approved, the student will be placed on Financial Aid Probation and will be eligible to receive financial aid for one more session. In cases where the appeal approval requires a mandatory academic plan for more than one session, the student placed on Financial Aid Probation will continue to receive financial aid for the duration of the mandatory academic

plan. However, if the student fails to maintain progress in accordance with the mandatory academic plan, he/she will become ineligible for financial aid and will again be placed on Financial Aid Suspension. The student has the right to file an appeal for a second time.

2) Reestablishing Financial Aid Eligibility Financial

aid eligibility will be reestablished if:

- a) The filed appeal is accepted by the Evaluating Committee and the student is placed on Financial Aid Probation status.
- b)The student is in Good Standing

## SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

The University has established a schedule for each degree program, designating the minimum number of credits that a student must successfully complete by the end of each year to complete the educational degree within the established maximum time frame. Following is the designated schedule of minimum incremental progress for each degree program:

### Minimum Incremental Progress Requirements

|  |    |    |    |    |     |     |     |
|--|----|----|----|----|-----|-----|-----|
| <b>B.S. in Psychology</b>                    |    |    |    |    |     |     |     |
| Academic years completed                     | 1  | 2  | 3  | 4  | 5   | 6   |     |
| Number of credits successfully completed     | 18 | 36 | 60 | 80 | 100 | 120 |     |
| <b>B.S. in Speech and Language Therapy</b>   |    |    |    |    |     |     |     |
| Academic years completed                     | 1  | 2  | 3  | 4  | 5   | 6   |     |
| Number of credits successfully completed     | 18 | 36 | 60 | 80 | 100 | 120 |     |
| <b>M.S. in Clinical Psychology</b>           |    |    |    |    |     |     |     |
| Academic years completed                     | 1  | 2  | 3  | 4  |     |     |     |
| Number of credits successfully completed     | 12 | 24 | 39 | 57 |     |     |     |
| <b>M.S. in I/O Psychology</b>                |    |    |    |    |     |     |     |
| Academic years completed                     | 1  | 2  | 3  | 4  |     |     |     |
| Number of credits successfully completed     | 12 | 24 | 36 | 57 |     |     |     |
| <b>M.S. in Speech and Language Pathology</b> |    |    |    |    |     |     |     |
| Academic years completed                     | 1  | 2  | 3  | 4  |     |     |     |
| Number of credits successfully completed     | 12 | 24 | 40 | 60 |     |     |     |
| <b>M.S. in Counseling Psychology</b>         |    |    |    |    |     |     |     |
| Academic years completed                     | 1  | 2  | 3  | 4  |     |     |     |
| Number of credits successfully completed     | 12 | 24 | 40 | 60 |     |     |     |
| <b>Ph.D. in Clinical Psychology</b>          |    |    |    |    |     |     |     |
| Academic years completed                     | 1  | 2  | 3  | 4  | 5   | 6   | 7   |
| Number of credits successfully completed     | 21 | 42 | 73 | 85 | 96  | X*  | X** |
| <b>Ph.D. in I/O Psychology</b>               |    |    |    |    |     |     |     |
| Academic years completed                     | 1  | 2  | 3  | 4  | 5   | 6   | 7   |
| Number of credits successfully completed     | 21 | 42 | 73 | 85 | 96  | X*  | X** |
| <b>Psy.D. in Clinical Psychology</b>         |    |    |    |    |     |     |     |
| Academic years completed                     | 1  | 2  | 3  | 4  | 5   | 6   | 7   |
| Number of credits successfully completed     | 21 | 42 | 73 | 85 | 96  | X*  | X** |
| *Doctoral Dissertation                       |    |    |    |    |     |     |     |
| **Internship                                 |    |    |    |    |     |     |     |

## GRADING POLICY

The Institution employs the following grading system:

|   |          |
|---|----------|
| A – Excellent .....                           | 4 points |
| B – Good .....                                | 3 points |
| C – Average .....                             | 2 points |
| D – Deficient .....                           | 1 point  |
| F – Failure .....                             | 0 points |
| I – Incomplete (accompanied by a grade) ..... | * points |
| P – Pass.....                                 | 0 points |
| AU – Audit .....                              | 0 points |
| NP – No-Pass .....                            | 0 points |
| NG – Final grade not reported by faculty..... | 0 points |
| W – Withdrawal .....                          | 0 points |
| AW – Administrative withdrawal .....          | 0 points |

\* Equivalent to the grade received

For those courses in which laboratories are required, the student must obtain a grade of B or better in the course and a grade of PASS in the laboratory to obtain credit for both.

### **INCOMPLETE GRADE POLICY (As amended in May 2020)**

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

Acceptable reasons to be considered by the professor for awarding grades of "I" include, but are not limited to, serious illness, accident or hospitalization of the student, their dependents, spouse or significant other, natural disasters, military mobilization, or a court ordered appearance. Any other hardship circumstances must be approved by the Chancellor. Written proof of evidence is required in all cases except for natural disasters.

An Incomplete must be removed by the due date for midterm grade submission of the following academic session. The student must request the professor to remove the incomplete. The professor proceeds to complete the by submitting the Change of Incomplete Form and submitting to the Registrars.

In this case, the change of grade will be submitted by the professor on the due date for final grade submission.

Grades of Incomplete that fail to be removed by this date will be automatically assigned the provisional grade granted when the Incomplete was approved. The student will view the final grade through the university's online student services platform.

Under no circumstances will an incomplete grade be awarded for remedial purposes, or for reasons not specified in this section or expressly approved by the Chancellor. Each grade of "I" must be removed during the academic session following its receipt. After this term has elapsed, the letter grade

accompanying the provisional "I" will automatically become the final grade if the course requirements have not been fulfilled.

It is the student's responsibility to monitor that the grade change has been made. There will be an administrative fee (as established by the Board of Trustees) for the removal of each "I" grade. Incomplete grades will not be taken into consideration for the grade point average (G.P.A.) during any session in which an "I" is obtained but will be after the term for removing the Incomplete has expired. Any extension of an Incomplete must be requested to the Chancellor by the student in writing with the supporting documentation included. The Chancellor, as its sole discretion, may or may not approve it.

#### **NO-GRADE (NG) POLICY**

No grade reported (NG) is an administrative mechanism used by the Registrar to denote that a letter grade has not been reported by a faculty member for a particular course. A grade of "NG" can only be used in circumstances where the faculty member experiences a documented hardship that prevents him or her from submitting the corresponding grade. Hardship is defined as the serious illness, accident, or hospitalization of the faculty member or his or her dependents, spouse, or significant other; natural disasters; military mobilization; court-ordered appearance; or any other circumstances approved by the Chancellor. It is the faculty member's responsibility to take the necessary steps to remove a grade of "NG" no later than 30 calendar days after final grades are submitted.

Grades of "NG" that fail to be removed by this date will be automatically referred to the appropriate program director for final adjudication.

#### **CHANGE OF GRADES POLICY (As amended in May 2020)**

Grades are the sole province of the faculty. Once the professor reports the grade for a course to the Office of the Registrar, it is not subject to amendment without the written authorization of the faculty member and the Academic Program Director.

At the end of each academic session, grades will be made available online to students through the official institutional platform.

Students who wish to contest a grade must initiate the grade grievance process within thirty (30) calendar days of the date the grade is posted on the web. In contesting a grade, students must follow the steps specified in the section entitled "Academic or Grade Grievance" of the prevailing General Policies and Disciplinary Procedures Manual.

#### **NO-SHOW**

No-shows (NS) are students who fail to attend the first two classes of the term. At the end of the second-class meeting, the professor will submit a "No Show" form to the appropriate program director for each student who failed to attend the first two classes. The Program Director will notify the Registrar who, upon receipt of the required documentation, will void the student's enrollment.

#### **ACADEMIC DISMISSAL (As amended in May 2020)**

The University reserves the right to dismiss at any time a student who fails to maintain the required academic standards established and notified by the University from time to time. Academic dismissal represents an administrative mandatory separation from the institution with no guarantee of automatic readmission. Students under academic dismissal status must wait one academic semester to be eligible to apply for readmission to the Program from which they were dismissed.



Readmission must be requested through the completion of all required readmission documentation and its submission to the Office of Recruitment and Admissions. The University reserves the right whether to readmit students that were dismissed for academic reasons.

### **EXTENDED LEAVE**

A student may be placed on extended leave for up to one year when the faculty considers that there is a serious condition that interferes with the student's academic and/or clinical performance. The student may return without prejudice upon fulfillment of the stipulated conditions of the extended leave.

### **WITHDRAWAL FROM THE UNIVERSITY**

Withdrawal from the University, for any reason, is not official until the student submits a written request and receives a signed approval from the Registrar's Office. To avoid potential problems, it is strongly recommended that the student provide formal written notice of withdrawal from each enrolled course to the Registrar's Office.

### **ADMINISTRATIVE WITHDRAWAL POLICY**

Administrative withdrawal (AW) may be required when a student is not in compliance with at least 50% of the coursework as specified in the syllabus or does not comply with payment arrangements made upon enrollment.

Administrative withdrawals due to noncompliance with at least 50% of the coursework will be granted up to the last day for total/partial withdrawal, according to the Academic Calendar.

An administrative withdrawal does not exempt the student from any financial obligations incurred. (Please see the Refund Policy section of this catalog).

### **DISCIPLINARY PROCEDURES**

The Office of Student Affairs provides orientation on all matters related to alleged violations of institutional norms and policies. It should be noted that all disciplinary procedures are viewed as administrative processes wherein legal representation is not permitted. Please refer to the *General Policies and Disciplinary Procedures Manual* for more information.

### **ARRANGEMENTS FOR STUDENTS SHOULD A PROGRAM CLOSE OR THE INSTITUTION CEASE TO OPERATE (TEACH-OUT PLAN)**

The University ensures that students can finish their degrees, provided each student complies with academic progress norms, if an academic program is closed or the institution, for any reason, ceases its operations.

### **APPEAL PROCEDURES**

The Board of Trustees is the last administrative forum of appeal within the University. Students must follow the appropriate sequence and channels of appeal for all grievance procedures. Any use of outside forums before exhausting internal channels will be considered a violation of grievance procedures and construed as manipulative and an undue pressure.

See the *General Policies and Disciplinary Procedures Manual* for the appropriate appeal channels and sequence.

## **ACADEMIC ADVISEMENT**

Upon admission to the University, each student will be assigned a faculty member who will serve as the student's advisor. The student must meet with his or her advisor before registering and periodically throughout the student's academic career, as determined by the student and the advisor. For additional specific information or procedure students should revise the academic advisement process in their academic program.

## **CHANGE OF PROGRAM AND/OR CONCENTRATION**

1. Any student who wishes to change his or her program and/or concentration must adhere to the catalog and associated amendments in effect at the time of the request regarding requirements for the new program or concentration.
2. A change of program and/or concentration is not automatically granted and will be considered on a case-by-case basis. A form requesting a change of program and/or concentration must be obtained from the Registrar's Office. After paying the applicable fee at the Finance Office, the form must be submitted to the Registrar's Office for completion of the process.
3. Students who are allowed to change their program and/or concentration must meet all the academic and/or clinical requirements for the new program or concentration, including passing the Master Level Examination, if changing master's programs, and/or the Doctoral Level Examination, as applicable. Any course taken in the previous program that is not required by the new program will be viewed as an elective course.

## **COURSE CANCELLATION POLICY**

Albizu University may cancel courses due to lack of enrollment. When a course is cancelled, students enrolled in the cancelled course will be contacted. Each student is responsible for (1) contacting his or her academic advisor to select a replacement for the cancelled course and (2) registering for the replacement course(s).

## **INDEPENDENT STUDY COURSES**

Independent study courses are designed to give flexibility to academic programming and to allow students to complete academic requirements under special conditions and through special course offerings. These special conditions include but are not limited to:

- Availability of the professor to offer the independent study course.
- The student requires the course for his or her program sequence or for graduation, and either the course is not being offered or the session is closed.
- The student is unable to attend regular classes due to health reasons or other extenuating circumstances, as approved by the appropriate program director.

*Note: Special restrictions for independent study may be applied as stipulated by licensing and accreditation bodies.*

Before registering for an independent study course, the student must be approved for independent study by the professor who will offer the course, the appropriate program director, and the Chancellor. In those cases where the professor is the Chancellor, the President must approve the student's participation in

independent study. The student may enroll in independent studies for a maximum of 9 credit hours of the total credit hours required for graduation.

## **Guidelines**

The following guidelines govern all independent study courses:

1. Undergraduate students must have a minimum GPA of 2.25. Graduate students must have a minimum GPA of 3.00, except for students in the Ph.D. and Psy.D. in Clinical Psychology programs, where the minimum GPA is 3.25.
2. Only theoretical courses may be taken as independent studies.
3. No clinical or research courses or courses requiring laboratory work can be taken as independent studies.
4. The professor may receive compensation for an independent study class if one of two conditions is satisfied: 1) the professor is not teaching that class in another modality, or 2) the student class capacity has already been exceeded.
5. An independent study course may not exceed one academic term.
6. The student may not, in a given term, take more than two independent study courses.
7. A student cannot have more than two Incompletes during the term in which he or she wishes to register for an independent study course.
8. Courses offered during a term may not be taken as independent study during the same term unless authorized by the Chancellor.
9. During the term in which the student is enrolled in an independent study course, the student must be registered at the Institution as a regular student.
10. Under no circumstances will an independent study course be authorized for students who have previously obtained a grade of "C" or lower in the same course.
11. The registration fees for independent study are the same as for regular courses.

## **Regulations**

An independent study course must comply with all of the following institutional course regulations:

1. The grade for the course is due at the end of the regular term.
2. Registration for the course is during the regular registration period.
3. The student is required to take a written examination and/or meet additional requirements as determined by the professor.
4. The independent study course must be based on the official syllabus but can be modified by mutual agreement between the student and the professor.

## **Registration**

The procedure for registering for an independent study course is as follows:

1. The student must receive a clearance from the Registrar and the Program Director.
2. The student must obtain signed permission from the professor who will teach the course.
3. The permission form is then administratively forwarded to the Program Director who ultimately approves all independent studies.
4. A Student/Professor Agreement Form must be filled out and signed at the Registrar's Office.
5. The term registration forms must be filed with the Registrar.
6. The Registrar's Office provides the final evaluation and approval of the request.

Additional information concerning independent study courses for the M.S. and Ph.D. in Industrial/Organizational Psychology programs may be obtained at the Registrar's Office.

## **STUDENT INFORMATION**

### **REGULAR STUDENTS**

Regular student status is defined as a degree-seeking, full- or part-time student.

At the undergraduate level, full-time is equivalent to 12 or more credits per term, and part-time is equivalent to 6 to 11 credits per term. Enrollment of less than 6 credits in the undergraduate program is considered less than part-time for financial aid purposes.

At the graduate level, full-time is equivalent to 6 or more credits per term and part-time to 3-to-5 credits per term. The same definition is applied to graduate students for financial aid purposes. Students enrolled in dissertation and/or internship courses are considered full-time students.

Regular Albizu students are categorized for administrative purposes as follows:

- a. Active in good standing
- b. Active on probation
- c. Inactive on institutional leave
- d. Dismissed from the University

### **DOCTORAL CANDIDATES**

A student who has completed the courses required in the curricular sequence of his or her program and subsequently enrolled in a dissertation or internship course, or both, will be granted the classification of "doctoral candidate." This classification will appear at the end of the student's transcript. The classification establishes that if a student interrupts his or her studies and later applies for reinstatement, he or she will not be required to take any courses added to the curricular sequence while he or she was away from the Institution. (Please see the Institutional Leave section of this catalog.)

### **TRANSFER OF CREDIT POLICY**

Albizu University accepts applications for admission from students who are transferring from postsecondary institutions accredited by a regional or national accrediting agency recognized by the U.S. Department of Education.

Transferred credits -Credits completed at other post-secondary institutions and accepted at Albizu in accordance with institutional norms. Transferred credits are used to calculate the time limit to complete

degree requirements and will be counted as both hours attempted and hours completed. Credits may be transferred between campuses or programs.

The transfer of credit process is carried out by evaluating each course completed by the student and establishing the corresponding equivalence with the courses offered by Albizu University. The relevant Program Director is responsible for determining course equivalence according to the catalog and the official course descriptions of the institution of origin, which must be provided by the student for comparison purposes.

Following are the criteria and procedures for evaluating and transferring academic credits previously earned by admitted students. Albizu reserves the right to deny credit transfers that do not meet established criteria.

### **Undergraduate Program Credit Transfers**

For undergraduate programs, coursework may be transferred from an accredited institution where the student had a minimum GPA of 2.0 (letter grade of “C” or better).

Credits will be reviewed by the Director of Undergraduate Programs upon receipt of the student’s application for admission and official academic transcripts. The Director of Undergraduate Programs will notify the Admissions Office of the credits accepted for transfer.

Undergraduate students may transfer a maximum of 60 credits from a two-year accredited institution and a maximum of 90 credits from a four-year accredited institution. The maximum number of transfer credits for undergraduate students may not exceed 90 credits (including those from two- and four-year institutions, examinations for college credit, CLEP, etc.).

### **Graduate Program Credit Transfers**

To be eligible for transfer credit toward a graduate program, coursework must have been completed at an accredited institution where the student had a minimum GPA of 3.0 or 3.25 on a 4.0 scale (letter grade of “A” or “B”), depending on the specific Albizu program requirements.

Credit transfers are not automatic. Requests for credit transfer must be made during the first term of enrollment at Albizu. A Credit Transfer Application and corresponding fee must be submitted to the Admissions Office, where the application will be reviewed by the Admissions Director and approved by the relevant Program Director. The Program Director may request a course description and/or other academic material to complete a review of the applicable coursework. A transfer of credits is not effective unless the Credit Transfer Fee has been paid. (Please see the Tuition and Fees Policy section of this catalog.)

A student may not transfer courses from non-degree academic coursework that has been completed more than five years prior to the date of application to the Albizu program. Transfer credits for degree coursework completed more than ten years prior to the date of application to the Albizu program are accepted at the discretion of the Program Director. There is no time limit for credits from completed degree programs at Albizu or other accredited institutions. Clinical courses cannot be transferred.

Graduate students may transfer no more than 21 credits from another institution.

### **Doctoral Program Credit Transfers**

Applicants admitted to the Ph.D. in Industrial and Organizational Psychology program who received a master’s degree from a graduate institution other than Albizu may transfer up to 42 credits upon approval of the Program Director. Half of the credits to be transferred (21 credits) must be from courses that are equal in content and credit workload (3 credits per course) to the foundation or concentration courses in the Albizu Ph.D. in Industrial and Organizational Psychology curricular sequence. The other half (21 credits) must be from courses that are equal in terms of credit workload (3 credits per course) to the courses offered at Albizu, although other criteria (such as content) may be used to determine the applicability of the transfer.

The Director of the Ph.D. in Industrial and Psychology program has the right to determine the total of credits that will be accepted, based on his or her analysis of the course descriptions. To make official the course

transfer, the student must pay the applicable transfer fees at the Finance Office. (Please see the Tuition and Fees section of this catalog.)

Applicants admitted to the Psy.D. in Clinical Psychology and Ph.D. in Clinical Psychology programs may transfer up to 12 credits from an accredited institution. The relevant Program Director determines the number of credits approved for transfer.

### **Credit Transfer Fee Payments**

The student must be prepared to pay the fee for transferring credits should the application for credit transfer be approved. There is no fee for transferring undergraduate credits.

Filing a Credit Transfer Application is a formal procedure representing that the student will contract a debt with the Institution should the transfer of credits be approved. The Admissions Office notifies the student in writing of credit transfer approval, after which the student will be allowed 30 days to pay transfer fees. If payment is not made within 30 days, the student will need to reapply for the transfer of credits. Since transfer of credits is a dynamic process, the Program Director is not bound to prior decisions on credits when considering a new application for the same credits.

### **WAIVER OF MASTER'S LEVEL EXAMINATIONS FOR CLINICAL PSYCHOLOGY STUDENTS**

To receive a waiver of the requirement to take the master's Level Examination, the student must meet all the following qualifications:

1. The student must have completed a master's degree in counseling psychology, school psychology, or industrial/organizational psychology at an accredited institution.
2. The student must possess a license to practice psychology conferred by the Puerto Rico Psychologists Examination Board.
3. The license must be in effect at the time of the application, and the student cannot have an ethical complaint before the Board.
4. The student must recognize that he or she will not be required to take the master's Level Examination because the master's degree and license to practice are being substituted for the examination.
5. The student must complete the clinical psychology degree within the time limit established in the Albizu catalog in effect upon admission.
6. The student must comply with all the requirements established in the curricular sequence for the clinical psychology master's program in effect upon admission.

For more information, please contact the Registrar's Office or the Program Director.

### **INTERCAMPUS TRANSFER POLICY**

A request to transfer from one Albizu campus to another must be approved by the Chancellor of the campus where the student wishes to study in consultation with the relevant Program Director at the campus where the student is currently enrolled. The Program Director and faculty of the receiving campus will determine whether the student will be admitted to the desired program and, if so, whether any credits may be transferred.

## STUDENTS WITH DISABILITIES

This catalog and Albizu's *Manual of Regulations and Procedures of Reasonable Accommodations* establish policies and procedures regarding students with disabilities. Albizu University does not discriminate against any student with special needs and/or conditions who meets program and professional performance standards and expectations.

Special needs students should make their needs known to the Academic Counselor for the University to try to reasonably accommodate them. The term "reasonable accommodation" may include making existing facilities readily accessible to and usable by individuals with disabilities and/or providing services that do not represent undue hardship to the Institution. "Undue hardship" refers to an action requiring significant difficulty or expense when considered considering the resulting accommodation.

The Academic Counselor monitors the implementation, evaluation, and provision of services to Albizu students with disabilities under Section 504 of the federal Rehabilitation Act of 1973. The Academic Counselor is in charge of receiving any request for services or accommodation from any student challenged by a disability and will also receive any grievances, including those related to services or accommodations.

To request services or to file a grievance, please consult the Academic Counselor in the Office of the Dean of Students.

## VETERANS/MILITARY PERSONNEL

Albizu University is approved for the undergraduate and graduate education of active military personnel, veterans, and eligible dependents under current public laws. The school is approved by the Puerto Rico State Approving Agency to provide academic training to the students under the various GI Bill® programs. Students who may be eligible for educational benefits under any Veterans Administration program should access the information through the following link <https://www.va.gov/education/#get-gi-bill®-and-other-education-benefits>. (GI Bill™ is a registered trademark of the U.S. Department of Veterans Affairs (VA)). Also, the toll-free number for the Education Call Center is **1-888-442-4551**. The CallCenter is in Muskogee, OK, and Education Case Managers are available 7:00 a.m. to 6:00 p.m. (CST), Monday through Friday. The system's automated functions can provide information about benefits, applications, etc., and are available 24 hours a day, 7 days a week. Individual Veterans can access their own record to obtain the date of last benefit payment, check amounts, etc.

The Registrar's Office and the Financial Aid Office maintain files and other records related to military personnel, veterans, and their eligible dependents in accordance with Veterans Administration rules and procedures. Any student studying under the auspices of the Veterans Administration should contact the Registrar for advice and information concerning his or her academic record.

Military personnel, veterans, and eligible dependents enrolled at Albizu must comply with the satisfactory progress guidelines established in this catalog. In addition, students must complete their programs of study within the time frames specified in this catalog. (Please see the Maximum Time Frames section of this catalog.) The time frames include an additional 150% of the normal time to complete a degree. However, students receive Veterans Administration's benefits for a maximum of four years only, including any years spent at other institutions before transferring to CAU. Should additional financial aid be required, students can continue their studies through the Federal Pell Grant Program.

Military personnel, veterans, and dependents will be evaluated for their Financial Aid eligibility using two criteria:

- Any remaining Veterans Administration's benefits.
- Federal Pell Grant Program or any other federal financial aid that applies.

### Section 103 de PL 115-407

Albizu University permit any covered individual, any individual who entitles to educational assistance under chapter 31, Veteran Readiness and Employment, on chapter 33, Post-9/11 GI Bill® benefits, to attend or participated in the course of education during the period beginning on the date on which the individual provides to the educational institution 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 Veteran Affairs (VA) website-benefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Albizu University will not impose any penalty, including the assessment of late fees, the denial of Access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligation to the institution due to delayed disbursement funding from VA under chapter 31 or 33. Albizu University will keep Veterans Records for up to 3 years after the student has graduated or left their studies.

## **NON-DEGREE STUDENTS**

As a general rule, persons who wish to study at the University for personal or professional enrichment but who do not intend to obtain an academic degree may apply for admission as a non-degree student.

Students admitted under non-degree status may enroll for a maximum of 12 credit hours altogether. Non-degree students can repeat courses in which they obtain a failing grade if they do not exceed the maximum of 12 credits. Non-degree seeking students at the graduate level may not enroll in a practicum or internship.

Registration fees and institutional policies apply to non-degree seeking students. According to federal guidelines, non-degree students are not eligible for financial aid.

Students wishing to change from non-degree to degree status must formally apply to Albizu and meet all admission requirements for the program to which they are applying.

## **STUDENT COUNCIL**

The fundamental goal of the academic community is to enable each student to obtain an excellent education. To this end, Albizu believes it is essential for the University to foster an open discussion of all areas pertaining to academic life.

The Student Council was established to promote communication, cooperation, and understanding among students, faculty, and administration and to suggest ways to promote the best interests and objectives of the academic community. For further information, please refer to the *Student Council and Student Associations Manual*.

## **STUDENT LIFE/STUDENT ORGANIZATIONS**

Albizu strives to promote a sense of belonging to a larger community, and there is no better way to embrace this mission than to become part of a student association. Students are urged to join the organizations that interest them and obtain the personal and professional benefits of membership. The Student Services Office can provide all necessary information.

Students are encouraged to apply for membership in the professional organizations that match their areas of study, such as the Puerto Rico Psychological Association, the National Association of Graduate-Professional Students, the Society of Counseling Psychology, the National Student Speech Language Hearing Organization, and the American Psychological Association, among others. Students should contact their campus representatives for membership criteria and application forms.

In addition, many student organizations are active on the San Juan Campus and the Mayagüez University Center. In addition to the Student Council described above, these include the Gender and Sexual Diversity Organization (GSDO), Recinto Solidario, NGGCHA, SAIOP, and others.

## **GUIDELINES FOR STUDENT BEHAVIOR**



All students registered at Albizu University are subject to federal and state laws and municipal ordinances, as well as to the Institutional guidelines outlined in this catalog and the professional and ethical guidelines of organizations associated with individual programs. Any violation of these laws and regulations may be cause for disciplinary and/or judicial action. See the *General Policies and Disciplinary Procedures Manual* for additional information.

## **INTERNATIONAL STUDENTS**

Albizu University is committed to providing educational opportunities for students from other countries as a means of promoting understanding and cooperation between diverse populations. Albizu is authorized under federal law to accept non-immigrant foreign students for enrollment. All international students must obtain their F-1 visas prior to arrival in the United States.

### **Student Visa Process**

International students must comply with all immigration requirements and submit documentation of compliance prior to registration. The process is as follows:

1. The student must apply to Albizu University and be accepted as a full-time student.
2. The student must prove to the Admissions Office that he or she is able to pay for the cost of schooling and living expenses while in Puerto Rico. Funding can come from the student's own resources or from another individual.
3. The student must submit the requested information and documents to the Admissions Office. If all requirements are met, the student is provided with a Certificate of Eligibility for Nonimmigrant Student Status or Form I-20. The I-20 includes the name of the university and the program start date and is used to apply for an F-1 visa through the U.S. embassy or consulate in the student's home country. The website of the applicable embassy or consulate provides specific instructions on the required documentation and procedure for applying for a student visa.
4. The F-1 visa allows the student to travel to an official port-of-entry (generally an airport) and request permission to enter the United States or its territories. The student may apply for entry no earlier than 30 days prior to the program start date listed on the Form I-20.
5. Upon arriving in the United States or its territories, an Arrival and Departure Record (I-94) is issued in either paper or electronic format by a Customs and Border Protection officer. The I-94 indicates how long the student is allowed to stay in the United States (the "Admit Until" date) and proves that the student entered the country legally.
6. International students who transfer to Albizu from another university in the United States or its territories must provide copies of any I-20 Forms from the universities attended. The student must also submit a completed Transfer Eligibility Form to the Admissions Office.
7. Any dependents that accompany the student (spouse and dependent children under the age of 18) must obtain F-2 visas through the same process.

### **International Student Credentials Evaluation**

Credential evaluation services provide objective evaluations of the U.S. equivalents of foreign education and work credentials. All international students admitted to Albizu must submit an official evaluation of academic credentials by an authorized evaluation service. Please contact the Admissions Office for a list of authorized agencies or view them on the Albizu website at <http://www.albizu.edu/International-Students/Credential-Evaluation-Services>. All credential evaluation documents must be submitted in English.

### **International Student Obligations**

While in the United States, international students must:

1. Pursue a degree course of study as a full-time student.
2. Not engage in employment without prior authorization from the U.S. Citizenship and Immigration Services.
3. Maintain a valid passport.
4. Maintain health insurance for the student and his or her dependents that meets the guidelines set by Albizu for international students.

The University will notify the U.S. Citizenship and Immigration Services of any changes in an international student's status, as required by federal guidelines.

### **GUIDELINES FOR CONFIDENTIALITY**

In conformity with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA) and its amendments, the University may release without a student's consent general information about that student as might be found in a "directory of information."

The University may thus publish as public information the following items without the consent of the student:

- Name
- Address
- Phone number
- Place of birth
- Major field of study
- Achievements, degrees, academic awards, or honors
- Weight and height if a member of an athletic team
- Previous educational institutions
- Participation in officially recognized activities and sports
- Dates of attendance
- Electronic mail address
- Student photograph

Any student who wishes to have all or part of this information held in confidence may submit a written request to the Registrar's Office, where the request will be honored.

All other information concerning a student's academic performance at Albizu is strictly confidential and will not be divulged without the written consent of the student except to the following, as allowed by law:

- a. Albizu officials who have legitimate educational interests in the student. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the University has contracted services (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.
- b. Officials of other schools in which the student intends to enroll. The student must be notified of the transfer of information, receive a copy of the academic records that are divulged, and, if requested, be allowed a hearing to contest the content of the records. The dispositions applicable to academic grievances in the *General Policies and Disciplinary Procedures Manual* will be made available to any student who wishes to contest the content of the academic records.

- c. Authorized state and federal officials in compliance with a federal grand jury, court, or law enforcement subpoena, as defined in FERPA 99.31 (a)(9).
- d. A court of law, when the University initiates legal action against a student and a reasonable effort is made to notify the student of its intent to disclose information from academic records.
- e. Other individuals, agencies, or organizations as authorized by FERPA.

Transcripts of academic records will contain information about disciplinary actions only when such information affects the student's right to register.

Academic, disciplinary, personal counseling, medical, law enforcement, employment, financial aid, and similar records will be maintained separately from public information and will not be available to unauthorized persons.

FERPA affords students:

1. The right to inspect and review his or her education records within 45 days of the day the Institution receives a request for access. The student must submit to the Registrar, Dean, Academic Director, or other appropriate official a written request identifying the record(s) he or she wishes to inspect. The official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the Albizu official to whom the request was submitted does not maintain the specified record(s), the official will notify the student of the correct official(s) to whom the request should be addressed.
2. The right to request an amendment of any of the student's academic records that the student believes are inaccurate or misleading. The student must write to the University official responsible for the record, clearly identifying the part of the record the student wants changed and specifying why the recorded information is inaccurate or misleading.

If the Institution decides not to amend the record as requested by the student, the student will be notified of the decision and advised of his or her right to a hearing on the amendment request. For more information, please see the "Academic Grievances" section of the *General Policies and Disciplinary Procedures Manual*.

3. The right to refuse to consent to disclosures of personally identifiable information contained in the student's academic records, except to the extent that FERPA authorizes disclosure without consent.

Copies of applicable laws and further information can be obtained at the Registrar's Office.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with FERPA requirements. The complaint form and all necessary information for filing may be obtained here: [http://familypolicy.ed.gov/sites/fpco.ed.gov/files/EComplaint\\_form\\_FERPA\\_052217.pdf](http://familypolicy.ed.gov/sites/fpco.ed.gov/files/EComplaint_form_FERPA_052217.pdf)

## **DEGREE REQUIREMENTS POLICY**

Each academic program will list the requirements for each of its degrees in the Albizu catalog. The Registrar's Office will ensure that each student complies with all requirements for degree conferral.

## **POLICY FOR THE CONFERMENT OF A POSTHUMOUS DEGREE TO A STUDENT (As amended in May 2020)**

Albizu University may award a degree posthumously to a student when the student's immediate family or the student's Faculty, Academic Program Director, or other University official makes such a request, within

one year following the death of a student, who has been continuously enrolled in a program of study at Albizu until the time of the onset of a terminal illness, an injury, or death, if the following conditions are met:

1. The student must have had an academic average (GPA) of 3.0 or more at the time they ceased to be enrolled in a university graduate program, or an academic average (GPA) of 2.5 or more if the student was enrolled in an undergraduate program. The student's death is attributable to illness or accident. Suicidal death would be a disqualifying condition.
2. The student completed 75% of academic coursework towards the declared degree.
3. The student has no disciplinary action documented in the student record.
4. The student has no incident reports from the faculty or other University personnel in the student record.
5. The student displayed irreproachable moral and ethical values during their lifetime.
6. The student is recommended by the faculty for the corresponding degree.

The graduation application fee will be waived for the posthumous degree.

The request for a posthumous degree must be presented in writing to the corresponding Program Director. Such request must include the full name and address of the person nominated for the degree; the proposed degree to be awarded; a statement of the reasons why the award should be made, addressing the Criteria for Nomination for a Posthumous Degree to a Student, as approved by the faculty. The Academic Program Director will present the nomination during a General Faculty Meeting, with a majority vote and endorsement by the Chancellor leading to recommendation to the President for said degree.

The President will present the nomination for the posthumous degree to the Board of Trustees, who will make the final determination.

## **GRADUATION REQUIREMENTS AND PARTICIPATION IN THE COMMENCEMENT CEREMONY**

### **Graduation Requirements**

The following steps must be completed before a degree is conferred:

1. The student applies for graduation and pays the corresponding fee. (Please see the Tuition and Fees section of this catalog.) The fee is nonrefundable and is required for processing the application. This fee is mandatory whether the candidate attends the commencement ceremony.
2. The Registrar's Office reviews the student's record to ensure that it is complete.
3. Upon the recommendation of the Faculty and the Chancellor, the Office of the President reviews the student's record and requests approval for degree conferment from the Board of Trustees. The conferment of academic degrees is the sole province of the Board of Trustees.
4. The Office of the President forwards a copy of the final approval to the Registrar's Office.
5. Once the letter of approval is received, the Registrar's Office sends the student a letter informing him or her of the date of degree conferment and the date the diploma will be available for pick-up.

### **Degree Conferment and Commencement Ceremonies**

The Institution awards degrees three times each year, at the end of each academic term. Program requirements completed after the last day of a term will result in the degree being awarded in the following term.

Please note that the process of confirming and posting a degree to a student's transcript may take up to 60 days after the last day of the final term. In the meantime, the student may request from the Registrar's Office a letter verifying that all degree requirements have been met and that the degree award is pending.

Once a degree is conferred, the diploma and transcript will reflect the last date of the term in which all degree requirements were completed.

The commencement ceremony is held once a year. The following regulations pertain to participation in the ceremony:

1. The student must apply at the Registrar's Office and pay the applicable fee during the term in which he or she plans to complete all required coursework and no later than the deadline stipulated in the Academic Calendar. Applying for graduation, regardless of participation in the commencement ceremony, is a requirement for posting degrees on transcripts and issuing diplomas.
2. Students who complete degree requirements after the end of the term in which the commencements are held will not be allowed to participate in the commencement ceremony and will need to wait until the next scheduled ceremony. Students completing internships prior to the date on which the commencement ceremony is held may be allowed to participate in the ceremony.

A student may not use any designated degree titles or credentials of degree completion until the degree is officially conferred and posted on the student's transcript. Representing oneself as being in possession of a degree that has not been conferred constitutes a major violation under the University's *General Policies and Disciplinary Procedures Manual*.

### Criteria for Academic Distinctions

The Office of the Registrar utilizes the following criteria for the conferment of academic distinctions:

#### Baccalaureate

- Summa Cum Laude ....4.00 – 3.96 (CGPA)
- Magna Cum Laude.....3.95 – 3.50 (CGPA)
- Cum Laude .....3.49 – 3.33 (CGPA)

#### Master

- Utmost Distinction .....4.00 – 3.95 (CGPA)
- Distinction.....3.94 – 3.60 (CGPA)
- Also:
  - All courses approved with A or B
  - No repeated courses (***Courses taken after an administrative withdrawal (AW) count as repeated. Therefore, a student with AWs in his/her academic record does not qualify to receive an academic distinction.***)
  - No NP (No Pass) in seminars or laboratories
  - No NP (No Pass) in practices
  - No NP (No Pass) in Master Thesis (if applicable)
    - MTES-670 – Thesis Project (M.S. in Speech and Language Pathology)
    - SPMT-670 – Thesis Project (M.S. in School Psychology)
  - No NP (No Pass) in Comprehensive Examinations or Capstone Project (as applicable)
    - MSIO-605 & MSIO-606 (M.S. in Industrial Organizational Psychology)
    - MSLP-605 & MSLP-606 (M.S. in Speech and Language Pathology)
    - CPCE-605 & CPCE-606 (M.S. in Counseling Psychology)
    - PCCT-605 PCCT-606 (Psy.D. in Counseling Psychology)
    - SPCE-605 & SPCE-606 (M.S. in School Psychology)

#### Doctorate

- Utmost Distinction .....4.00 – 3.95 (CGPA)
- Distinction .....3.94 – 3.60 (CGPA)
- Also:
  - All courses approved with A or B

- No repeated courses (***Courses taken after an administrative withdrawal (AW) count as repeated. Therefore, a student with AWs in his/her academic record does not qualify to receive an academic distinction.***)
- No NP (No Pass) in seminars or laboratories
- No NP (No Pass) in practices
- No NP (No Pass) in dissertation or doctoral research paper (as applicable)
  - DISS-810 (as applicable)
  - DISS-820 (as applicable)
  - DISS-870 (as applicable)
- No NP (No Pass) in internship
  - CPIN-730 (as applicable)
  - CPIN-740 (as applicable)
  - PSIN-890 (as applicable)
- No NP (No Pass) in Qualifying Examinations or *Capstone Project (as applicable)*
  - CPIO-670 – Capstone Project (Ph.D. in Industrial Organizational Psychology)
  - PSYD-605 & PSYD-705 or PSYD-830 (Psy.D. in Clinical Psychology)
  - CPCE-800 (Psy.D. in Counseling Psychology)
  - PHCP-830 (Ph.D. in Clinical Psychology)
  - PHIO-705 & PHIO-706 (Ph.D. in Industrial Organizational Psychology)
  - PCRE-709 & PCRE-710 (Ph.D. in Psychology – Consulting, Research and Teaching)

# FINANCIAL INFORMATION

## FINANCIAL AID

To assist students in meeting the direct and indirect costs of their education, Albizu University provides applications for financial assistance. This section of the catalog provides a general description of the Albizu financial assistance procedures and some of the financial aid programs available. For updated and more detailed information, the student should refer to the *Financial Aid Information Handbook* available from the Financial Aid Office or to the Albizu website: <https://www.albizu.edu/admissions/financial-aid/>

Applications for financial aid will be considered when all required documents, complete with accurate information, are received. To be considered for all types of aid, students are advised to begin the application process well in advance of the deadline listed in the Academic Calendar. Deadlines are subject to changes in registration dates.

All financial aid recipients should come prepared to purchase textbooks and supplies and to meet their living expenses during the first four weeks of classes. Financial aid disbursement will be made after the add/drop period. If a credit remains on the student's account after direct charges have been satisfied, a reimbursement will be processed.

### Preparatory Courses

Albizu regulations state that any student admitted to taking preparatory courses for a graduate psychology or speech and language pathology program may not obtain financial aid from Albizu unless the student has received a bachelor's degree. If the student applying for preparatory courses still has pending requisites from a bachelor's program, he or she will not qualify for a student loan at Albizu. Students in this situation may explore the option of a payment plan at Albizu or consider financing opportunities at the institution where the student is actively completing the bachelor's degree if that school considers the student to be eligible. Additional information may be obtained at the Albizu Financial Aid Office.

### Leave of Absence

Students planning to apply for a leave of absence from their university studies should obtain advice from the Financial Aid Office on the impact that the leave may have on financial aid repayment schedules.

### Standards for Satisfactory Progress

Albizu complies with federal guidelines and Institutional standards for monitoring student academic progress toward degree completion. In addition, federal regulations require the establishment and application of reasonable standards of satisfactory progress. For more information, please refer to the Satisfactory Academic Progress Policy in this catalog.

### Federal Financial Aid Programs

- **Federal Pell Grant** – A Federal Pell Grant does not have to be repaid. Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree. The amount of Pell Grant funds a student may receive in an award year depends on the family's income, the cost of attendance, and the student's enrollment status.
- **Federal Supplemental Educational Opportunity Grant (FSEOG)** – This is a grant for undergraduates with exceptional financial needs. Priority is given to students who receive Federal Pell Grants.
- **Federal Work-Study (FWS)** – This program provides part-time jobs for undergraduate and graduate students with financial needs. The amount of an award depends on the student's financial need and the funding level of the university.
- **Direct Loan Program** - Albizu provides applications for loan programs administered by an approved guaranty agency and insured by the federal government. These are low-interest



loans, and repayment begins after the student is no longer enrolled at least halftime in a course of study. Aid eligibility is determined based on financial need (except for Unsubsidized Direct and PLUS loans), enrollment status (full-time or part-time), and satisfactory progress. Doctoral students registered for dissertation and/or internship courses are considered full-time students. Please consult with the Financial Aid Office for further information and applications.

- a. **Federal Subsidized Direct Loan** – Eligibility is based on financial need as determined by the Free Application for Federal Student Aid (FAFSA) and enrollment at least half time each term. The federal government subsidizes interest prior to repayment or during authorized periods of deferment.
  - b. **Federal Unsubsidized Direct Loan** – The unsubsidized loan holds the same terms and conditions as the subsidized loan, except that the borrower is responsible for interest from the day it is disbursed until it is repaid in full, including in-school, grace, and deferment periods. Eligibility is not need-based.
  - c. **Direct PLUS Loan for Graduate Students** – Offered by the Department of Education, the loans are exclusively for students at the graduate level. The loans can be used in conjunction with Subsidized and Unsubsidized Direct loans and are intended to provide financial assistance to cover the difference between the needs of a student and any educational costs not covered by other financial aid programs.
  - d. **Direct PLUS Loan for Parents of Undergraduate Students** – PLUS loans are for parent borrowers. These loans provide additional funds for educational expenses and, like Federal Direct Loans, are made by a lender such as a bank, credit union, or savings and loan association. PLUS enables parents to borrow money for educational expenses for each child who is enrolled at least half time in an undergraduate program and is a dependent student. Deadlines and guidelines for application are available from the Financial Aid Office.
- **Scholarships for Disadvantaged Students (SDS)** – The SDS program provides funds for the purpose of assisting doctoral students who come from disadvantaged backgrounds. The scholarships are funded by the Health Resources and Services Administration and do not require repayment. Funds are awarded each academic year.

### Institutional Scholarships

- **Carlos Albizu Institutional Scholarship** – The scholarship provides financial assistance to graduate and undergraduate students with financial need and recognizes current and prospective students who demonstrate academic excellence. To be eligible, applicants must be enrolled as full-time students in a degree granting Albizu program and have satisfactory academic progress and a minimum cumulative GPA of 3.0 at the undergraduate level or 3.5 at the graduate level.

### State Funds

- **Puerto Rico State Funds** – These grants provided by the Junta de Instituciones Postsecundarias are available to students who demonstrate exceptional financial need and maintain satisfactory academic progress according to institutional policies. Funds are allotted each year to the Institution by the government to be distributed among a limited number of eligible students. Deadlines and guidelines for application to these programs are available from the Financial Aid Office and posted on the bulletin boards.

### Additional Funding Sources

- **NSF Graduate Research Fellowship Program (GRFP)** – Fellowships supported by the National Science Foundation are awarded for graduate study leading to research-based master's or doctoral degrees in the fields of science, mathematics, and engineering. Fellows benefit from a

three-year annual stipend along with a cost-of-education allowance for tuition and fees (paid to the institution), opportunities for international research and professional development, and the freedom to conduct their own research at any accredited U.S. institution of graduate education they choose. For more information: [www.nsfgrfp.org](http://www.nsfgrfp.org)

- **Individual NRSA for Diversity PhD Students** – The National Institute of Neurological Disorders and Stroke provides National Research Service Award (NRSA) training fellowships to outstanding pre-doctoral candidates from groups that have been shown to be underrepresented, including underrepresented racial and ethnic groups, individuals with disabilities, and individuals from disadvantaged backgrounds. The intent of this program is to increase the number of scientists from underrepresented populations in biomedical research. Award recipients will receive up to five years of research training leading to a Ph.D. or equivalent research degree, a combined M.D.-Ph.D. degree, or another formally combined professional and research doctoral degree in biomedical, behavioral, health services, or clinicalsciences. Potential applicants are encouraged to contact Dr. Michelle Jones-London, [jonesmiche@ninds.nih.gov](mailto:jonesmiche@ninds.nih.gov). For more information: [www.ninds.nih.gov/Funding/Training-Career-Development/Fellowships - F31](http://www.ninds.nih.gov/Funding/Training-Career-Development/Fellowships-F31)
- **American Psychological Association Mental Health and Substance Abuse Services** – This predoctoral fellowship is aimed at those pursuing doctoral degrees in clinical, counseling, and school psychology or other behavioral health services areas. For more information: [www.apa.org/pi/mfp/psychology/predocutorial/](http://www.apa.org/pi/mfp/psychology/predocutorial/)
- **Psychology Summer Institute (PSI)** – This program is a weeklong intensive training aimed at advanced doctoral students and early career doctoral recipients. PSI provides mentoring and career development as participants develop projects focusing on ethnic minority issues. For more information: [www.apa.org/pi/mfp/psychology/institute/index.aspx](http://www.apa.org/pi/mfp/psychology/institute/index.aspx)
- **National Academy of Education/Spencer Dissertation Fellowship Program** – This program enables a new generation of scholars from a wide range of disciplines and professional fields to undertake research relevant to the improvement of education. The \$27,500 fellowships support individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, or practice of formal or informal education anywhere in the world. For more information: <https://naeducation.org/naedspencer-dissertation-fellowship-program/>
- **Ford Foundation Dissertation Fellowships** – Through its Fellowship Programs, the Ford Foundation seeks to increase the diversity of the nation's college and university faculties, maximize the educational benefits of diversity, and increase the number of professors who can and will use diversity as a resource for enriching the education of all students. The dissertation fellowships provide one year of support for individuals working to complete a dissertation leading to a Ph.D. or Sc.D. degree. Dissertation fellowships will be awarded in a national competition administered by the National Academies of Sciences, Engineering, and Medicine on behalf of the Ford Foundation. The awards will be based on demonstrated superior academic achievement, commitment to a career in teaching and research at the college or university level, promise of future achievement as scholars and teachers, and preparation to use diversity as a resource for enriching the education of all students. Open to citizens or nationals of the United States who are Ph.D. or Sc.D. degree candidates studying in an eligible research-based discipline at a U.S. educational institution. For more information: [http://sites.nationalacademies.org/PGA/FordFellowships/PGA\\_047959](http://sites.nationalacademies.org/PGA/FordFellowships/PGA_047959)
- **Fulbright U.S. Student Program** – Sponsored by the U.S. Department of State, the Fulbright U.S. Student Program offers opportunities for recent graduates, master's, and doctoral candidates, and developing professionals and artists to conduct career-launching study and research abroad. For more information: <http://us.fulbrightonline.org/fulbright-us-student-program>
- **GRANTS.GOV** – GRANTS.GOV lists all current discretionary funding opportunities from 26 agencies of the United States government, including the National Institutes of Health, the National Science Foundation, the Department of Energy, and many others. Users can search for

funding in their areas of interest. For more information: <https://www.grants.gov/>

- **Patsy Takemoto Mink Education Foundation** – Established in 2003, the Patsy Takemoto Mink Education Foundation aims to carry on some of Congresswoman Mink’s most ardent commitments: educational access, support, and opportunity for low-income women, especially mothers, and educational enrichment for children. The foundation will offer 5 education support awards for low-income women (up to \$2000 each) who are enrolled in education or training. For more information: <http://patsyminkfoundation.org/edsupport.html>
- **Paul & Daisy Soros Fellowships for New Americans** –These fellowships provide opportunities for continuing generations of able and accomplished New Americans to achieve leadership in their chosen fields. Candidates must be either holders of Green Cards, naturalized citizens, or children of two naturalized citizens. Graduate students from any field may apply. For more information: [www.pdsoros.org/apply](http://www.pdsoros.org/apply)
- **Pathways to Science: Graduate Portal** – Pathways to Science provides information on programs, fellowships, and short-term funding opportunities for master’s students and doctoral candidates, as well as links to helpful resources and tips. To access the Graduate Portal: [www.pathwaystoscience.org/Grad.aspx](http://www.pathwaystoscience.org/Grad.aspx)
- **Albert Ellis Institute: Clinical Fellowship** – Fellowships and externships are part-time, one- or two-year appointments in which candidates receive in-depth training in rational-emotive and cognitive behavior therapy, serve as therapists in the Institute’s clinic, co-lead groups and workshops, receive three hours of individual and group supervision a week, and participate in research. For more information: <http://albertellis.org/professional-rebt-cbt/externships-fellowships/>
- **Elizabeth Munsterberg Koppitz Child Psychology Graduate Student Fellowship** – This fellowship program supports graduate research projects and scholarships in child psychology. The program awards several fellowships of up to \$25,000 each. Support is for one year only. Only one application is accepted from any one institution in any given year. Funding is received in the form of a tuition waiver/coverage from the home institution. For more information: <http://www.apa.org/apf/funding/koppitz.aspx>
- **Fahs-Beck Fund for Research and Experimentation** – Grants of up to \$5,000 are available through the Doctoral Dissertation Grant Program to help support dissertation expenses of doctoral students in the United States and Canada whose studies have the potential for adding significantly to knowledge about problems in the functioning or wellbeing of children, adults, couples, families, or communities or about interventions designed to prevent or alleviate such problems. Research must focus on the United States or Canada or on a comparison between the United States or Canada and at least one other country. For more information: [http://www.fahsbeckfund.org/grant\\_programs.html](http://www.fahsbeckfund.org/grant_programs.html)
- **Ruth L. Kirschstein National Research Service Award Individual Predoctoral Fellowship to Promote Diversity in Health-Related Research (NIH)** – The purpose of this program is to enhance the diversity of the health-related research workforce by supporting the research training of predoctoral students from population groups that have been shown to be underrepresented in the biomedical, behavioral, or clinical research workforce. The proposed mentored research training is expected to clearly enhance the individual's potential to develop into a productive, independent research scientist. For more information: <https://grants.nih.gov/grants/guide/pa-files/PA-16-308.html>
- **Mental Health Research Dissertation Grant to Enhance Workforce Diversity (NIH)** – The purpose of the program is to enhance the diversity of the mental health research workforce by providing dissertation awards in all research areas within the strategic priorities of the NIMH to individuals from diverse backgrounds underrepresented in biomedical, behavioral, clinical, and social sciences research. This two-year award supports the completion of the doctoral research project. For more information: <https://grants.nih.gov/grants/guide/pa-files/PAR-15-181.html>

## **TUITION AND FEES POLICY**

Albizu University, as a non-profit educational Institution, reserves the right to alter its fees and payment terms in accordance with federal, state, and other local guidelines and Institutional needs. Fee schedules are revised on a regular basis. Please refer to the current tuition and fee policy available from the Finance Office and to the Tuition and Fees section of this catalog.

### **PAYMENT TERMS**

#### **Past Due Balances**

Any balance due from a prior term must be paid in full before a student may register for a new term.

#### **Registration**

1. All students must complete the registration procedure during the specified time and adhere to the Albizu payment schedule. Students who fail to register during the registration period will be assessed a late registration fee, plus a late payment penalty fee for not paying tuition during the required period.
2. All fees and other charges due at registration must be paid by a cashier's check or money order payable to Albizu University or by VISA, MasterCard, American Express, or debit card. Cash payments and personal checks are not accepted.
3. Global fees are due in full at the time of registration. Global fees are subject to a non-refundable administrative fee surcharge should the student decide to withdraw or drop out from the Institute. A late registration fee is due if global fees are paid after the regular registration period has ended.
4. Tuition payments are due in full at the time of registration or in accordance with a payment plan as defined below.
5. A student is not considered registered if all financial obligations have not been met by the end of the add/drop period.

#### **Payment Plans**

All students without financial aid will be provided with a payment plan. To benefit from this plan, the student must pay 35% of the cost of tuition upon enrollment. The remainder of the debt is divided into two- or three-monthly payments, falling due at established intervals before the next enrollment period. A late charge will be assessed if payments are not made on time. For more information, please contact the Finance Office.

#### **Payment Compliance**

1. Any student who fails to satisfy balances due by the first day of class will be charged a late payment fee.
2. Any student that does not comply with the payment policy and has not made full payment of tuition and fees in accordance with payment terms may be automatically withdrawn from all classes.

#### **Reinstatement of Registration**

A student whose registration is canceled due to nonpayment of balances may apply for reinstatement by applying to the Registrar's Office. Before approval is granted, payment of all delinquent financial liabilities

and a reinstatement fee will be required.

### **Financial Aid Recipients**

1. Any portion of a student's account not covered by financial aid is due at the time of registration or by the first day of classes.
2. All financial aid recipients should come prepared to purchase textbooks and to meet their living expenses during the first four weeks of classes.
3. Financial aid reimbursements will be made as funds are received, in accordance with federal and Institutional guidelines.

### **ADD/DROP AND REFUND POLICY**

A fee is required for each class dropped or added. The add/drop process and any related financial transactions are completed at the Finance Office. A dropped or added course is not considered official until the student has made payment for the added course(s) or requested reimbursement for the dropped course(s).

To avoid reduced refunds or credits, students should be sure to complete the add/drop procedure during the first week of classes and plan their course selections carefully. It is the student's responsibility to verify the drop and add period for each academic term in the Academic Calendar.

#### **Course Add Payments**

Courses added after the first day of class must be paid for in full at the time of enrollment in the course(s) unless the cost of an added course is covered by financial aid.

#### **Course Drop Refunds**

1. The last day to drop a course for a full tuition refund is the last day of the first week of classes. If the last day of the first week of classes falls on a Friday evening or Saturday, the deadline for drop/add will be the Monday of the second week of classes.
2. Not attending classes does not mean that the charges will be automatically dropped.
3. Refunds are not given for courses dropped during and after the second week of classes.
4. When a student officially drops a course by filing a formal drop or withdrawal notice with the Registrar's Office and completing the process with the Finance Office, a tuition refund will be made according to the following schedule:

| <i><b>Date of Drop</b></i>                  | <i><b>Refund</b></i> |
|---|----------------------|
| Before classes start                        | 100%                 |
| During the first week of classes            | 100%                 |
| During and after the second week of classes | No refund            |

5. If the process is not properly completed, the charges will remain on the student's account and the student will be financially liable for any charges.

### **RETURN OF TITLE IV FUNDS**

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer

be eligible for the full amount of Title IV funds that he or she was originally scheduled to receive.

When a recipient of a Title IV grant or loan funds withdraws from a school after a period of enrollment, the amount of the Title IV grant or loan assistance (not including Federal Work-Study or the non-federal share of FSEOG awards if an institution meets its FSEOG matching share) that the student earned must be determined. If the amount disbursed to the student is greater than the amount earned, unearned funds must be returned in accordance with Title IV stipulations. If the amount disbursed to the student is less than the amount earned, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

The Return of Title IV Funds regulations do not dictate an institutional refund policy. Instead, a school is required to determine the earned and unearned Title IV aid as of the date the student ceased to attend, based on the amount of time the student spent in attendance.

### **Unearned Funds to be Returned**

If the total amount of the Title IV grant or loan assistance, or both, that the student earned is less than the amount of the Title IV grant disbursed to the student, the difference between these amounts must be returned to the Title IV programs in the following order:

1. Unsubsidized Direct Loans (other than PLUS loans)
2. Subsidized Direct Loans
3. Direct Graduate Plus Loans
4. Direct Parent Plus Loans
5. Federal Pell Grants for which a return of funds is required
6. Iraq and Afghanistan Service Grant
7. Teach Grant
8. Federal Supplemental Educational Opportunity Grants for which a return of funds is required
9. Other assistance under Title IV for which a return of funds is required

### **Earned Funds to be Disbursed**

If the total amount of the Title IV grant and/or loan assistance that the student earned is greater than the total amount of Title IV funds disbursed to the student as of the effective date of withdrawal, the difference between these amounts must be treated as a post-withdrawal disbursement. If outstanding charges exist on the student's account, the institution may credit the account with all or a portion of the post-withdrawal disbursement.

The student will be advised if he or she is eligible for a post-withdrawal disbursement within 30 days of the withdrawal date. The student has 14 days to accept or refuse the funds. If the student does not respond within the allowable time, the post-withdrawal disbursement does not proceed.

The calculation of Title IV funds earned by the student has no relationship to the student's incurred institutional charges.

When a recipient of a Title IV grant or loan assistance withdraws from an institution after the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV funds he or she received or was scheduled to receive.

For more information, please consult the FSA Handbook at the following link: [FSA Handbook, Volume 5 -Withdrawals and the Return of Title IV Funds](#)

## **WITHDRAWAL**

Tuition and fees will be refunded in full under the following circumstances:

- a. Courses canceled by the University
- b. Involuntary call to active military duty
- c. Documented death of the student
- d. Exceptional circumstances, with approval of the Chancellor of the San Juan Campus or the President of the University

Any student dismissed for academic or disciplinary reasons will not be entitled to a refund.

Any student administratively withdrawn from a class will be responsible for tuition and fees pertaining to that class. The student will not be entitled to a refund.

## **PAYMENT METHOD**

Personal checks are not accepted as a method of payment. Debit cards, certified checks, or credit cards are welcome.

## **FINANCIAL HOLDS**

An Albizu student whose account is not up to date will not receive a grade report, a transcript, library privileges, registration processing, or any other service until all financial obligations have been satisfied with the Finance Office.

**SAN JUAN CAMPUS  
AND MAYAGÜEZ UNIVERSITY CENTER  
TUITION AND FEES**

***NOTE:** These fees are subject to change every two years, in accordance with Albizu's Fee Revision Policy, or as deemed appropriate.*

**ALL PROGRAMS**

|   |           |
|---|-----------|
| Admission Fee .....   | 75.00     |
| Introductory Learning Module Fee .....                                  | 75.00     |
| Affiliation Fee .....   | No charge |
| Affiliation Fee (late payment) .....                                    | 50.00     |
| Certifications .....  | 5.00      |
| *Change of Course .....   | 5.00      |
| Change of Program.....  | 50.00     |
| Credit Transfer Application.....  | 5.00      |
| Credit Transfer Fee .....   | 35.00     |
| Copy of Transcript.....   | 5.00      |
| Degree Audit .....  | 300.00    |
| Diploma and Graduation Fees.....  | 100.00    |
| Drop or Add Course .....  | 5.00      |
| Graduation Certificate .....  | 10.00     |
| *ID Card (New Applicants) .....   | 7.00      |
| *ID Card (Renewal).....   | 5.00      |
| ID Card (Duplicate) .....   | 5.00      |
| "Incomplete" Removal.....   | 50.00     |
| Inter-Campus Transfer Fee .....   | 200.00    |
| Issuance of Duplicate Documents .....                                   | 5.00      |
| Late Registration Fee .....   | 100.00    |
| Leave of Absence (master's and doctoral).....                           | No charge |
| Leave of Absence (undergraduate).....                                   | No charge |
| Lost Check (stop payment fee).....                                      | 15.00     |
| Readmission Fee.....  | 50.00     |
| Readmission Penalty (academic dismissal/without leave of absence) ..... | 400.00    |
| Returned Check .....  | 15.00     |
| *Seat Reservation (delayed admission).....                              | 200.00    |
| Transfer Fee .....  | 35.00     |
| Income Tax Return Certification .....                                   | 5.00      |

**UNDERGRADUATE PROGRAM**

|  |        |
|--|--------|
| Course Tuition (per credit).....             | 205.00 |
| *Global Fees: January, May, and August ..... | 580.00 |
| Independent Study Course (per credit).....   | 205.00 |
| Pre-Practicum Fee .....                      | 259.00 |

**GRADUATE PROGRAMS**

|   |        |
|---|--------|
| Master Level Examination (Part I & II) .....                                  | 225.00 |
| Master Level Examination (Part I) .....                                       | 112.50 |
| Master Level Examination (Part II) .....                                      | 112.50 |
| Course Tuition Master's (per credit) .....                                    | 275.00 |
| Course Tuition M.S. in Speech and Language Pathology (per credit) .....       | 280.00 |
| Course Tuition Doctoral (per credit).....                                     | 327.00 |
| Course Tuition Doctoral Psy.D./Ph.D. in Clinical Psychology (per credit)..... | 350.00 |
| Dissertation (per Term).....  | 933.00 |
| Independent Study Course, Master's (per credit) .....                         | 275.00 |



|  |        |
|--|--------|
| Independent Study Course M.S. in Speech and Language Pathology (per credit) ....                         | 280.00 |
| Independent Study Course, Doctoral (per credit) .....  | 327.00 |
| Independent Study Course, Doctoral Psy.D./Ph.D. in Clinical Psychology (per credit)                      | 333.00 |
| Internship Application .....   | 50.00  |
| Internship Fee.....  | 390.00 |
| Lab PSDL 603 (Measurement) .....   | 750.00 |
| Lab PSDL 681 (MMPI) .....  | 353.00 |
| Lab PSDL 604 (Rorschach) .....   | 353.00 |
| Laboratory Fee, Doctoral.....  | 353.00 |
| Laboratory Fee, Master's .....   | 353.00 |
| *Microsoft Licenses .....  | 24.36  |
| <b>Practicum, Master's and Doctoral</b>  |        |
| Clinical (Psy.D. and Ph.D.) .....  | 957.00 |
| Clinical Practicums (only Clinical Psy.D. and Clinical Ph.D.) offered only<br>during the Summer Semester | 536.00 |
| Consulting, Research, and Teaching (Ph.D.) .....   | 353.00 |
| Counseling Psychology (M.S.).....  | 810.00 |
| Counseling Psychology (Psy.D.).....  | 957.00 |
| Industrial Organizational Psychology (M.S.).....   | 810.00 |
| Research .....   | 957.00 |
| Research (RPIC-671) per Practicum.....   | 305.00 |
| School Psychology (M.S.) .....   | 766.00 |
| *Public Students Liability Insurance .....   | 10.15  |
| Doctoral Level Examination (Part I & II) .....   | 225.00 |
| Doctoral Level Examination (Part I) .....  | 112.50 |
| Doctoral Level Examination (Part II) .....   | 112.50 |
| *Registrar's Fee, Master's and Doctoral.....   | 49.74  |
| Transfer Fee (per practicum module—clinical/research) .....  | 295.00 |
| Transfer Fee (per practicum—I/O) .....   | 250.00 |
| *Global Fees: January, May, and August .....   | 782.00 |

**SEMINAR FEES**

|  |        |
|--|--------|
| Graduate-Level Seminars (per day)..... | 100.00 |
|--|--------|

**LATE CHARGES AND PENALTIES**

|  |        |
|--|--------|
| Breach of Contract (plus 15% daily charges)..... | 100.00 |
|--|--------|

**LIBRARY DUES**

|  |       |
|--|-------|
| Alumni and other members of the community (per year) .....                       | 20.00 |
| Penalty for Overdue Books:   |       |
| Books in general circulation (per book per day) .....                            | 00.25 |
| Reserve books (per book per hour).....   | 00.50 |
| Lost or damaged books or materials<br>(plus, replacement cost and penalty) ..... | 25.00 |
| Test materials   |       |
| First day .....  | 25.00 |
| Each additional day .....  | 1.00  |

*\*Non-refundable fee*

The above fees have been approved by the Board of Trustees of Albizu University and are subject to change without prior notice. For further information, please contact the Finance Office. For payment terms and refund policies, please refer to the Financial Information section of this catalog.

## **SPECIALIZED SERVICES AND PROGRAMS**

### **PROFESSIONAL STUDIES AND CONTINUING EDUCATION PROGRAM (PSCEP)**

In 1982, Albizu University established the Professional Studies and Continuing Education Program (PSCEP) to provide opportunities for professional growth and development to psychologists and other health professionals. As authorized providers of continuing education to health professionals and consistent with the mission and vision of the University, the program has the following mission and vision:

- **Mission:** To be an excellence program committed to the development of knowledge of professionals in the mental health area and other health and professional areas.
- **Vision:** To develop professional training of the highest quality and diversity that will serve as a support to the work, community, and service activities of all professionals.

Albizu is approved by the Puerto Rico Department of Health, (provider # 00080), to offer continuing education credits for the license renewals of health professionals. Albizu is also certified by the American Psychological Association (APA) to offer continuing education credits for psychologists in the United States and its territories.

The program is committed to the updating, expansion, and innovation of knowledge related to mental health and to offering high-quality continuing education activities, following the quality standards established by the APA and the Examination Boards of the Puerto Rico Department of Health.

The program offers the following services to Albizu students, employees, and alumni, as well as to the general public and outside agencies and organizations. The services are available at the San Juan Campus and, to a limited extent, at the Mayagüez University Center, responding to need.

#### **Professional Development**

The program offers a variety of courses for professional development and the acquisition of new knowledge in various areas of health and mental well-being. Continuing education credits are offered for license renewals for the following professionals:

- Health services managers
- Professional counselors
- Health educators
- Nurses
- Physical therapists
- Physical therapy assistants
- Speech therapists
- Speech pathologists
- Audiologists
- Occupational therapists
- Occupational therapy assistants
- Psychologists
- Naturopaths
- Naturopathic physicians
- Chiropractors

#### **Co-Sponsorship of Continuing Education Credit Activities**

This service is for agencies that want to certify their activities with continuing education credits, leading to license renewals or professional development.

## **Development of Training Programs**

This service is for agencies or organizations that have identified a need for professional development in their personnel and wish to develop continuing education training courses to meet that need.

## **SAN JUAN CAMPUS TECHNOLOGY SERVICES**

### **Computer Laboratories**

SJC has four computer laboratories available to its students. Two are located on the third floor, and two are on the first floor.

The main computer lab on the third floor is equipped with 15 computer workstations running Microsoft Windows operating systems and Microsoft Office productivity software. SPSS statistical analysis software and high-speed internet access are always offered. Users can send documents to print to a high-speed copier/printer or digitalize paper documents to send to their email accounts.

The second computer lab on the third floor, called the Smartboard Lab, is mainly used for teaching, training, and any other computer-intensive group learning activity. The lab is equipped with 20 student workstations and one instructor workstation running Microsoft Windows operating systems and Microsoft Office productivity software. SPSS statistical analysis software and high-speed internet access are always offered. The room is equipped with an amplified audio system, a projector, and an interactive whiteboard.

The third computer room, Multimedia Room 105, is mainly used for teaching, training, and any other computer-intensive group learning activity. This lab is equipped with 20 student workstations and one instructor workstation running Microsoft Windows operating systems and Microsoft Office productivity software. The room is equipped with an amplified audio system, a projector, Polycom video conferencing, and an interactive smart whiteboard.

The fourth computer lab, located in the student study lounge on the first floor, has 20 workstations and access to both color and monochromatic printing and photocopying. All computers are running Microsoft Windows operating systems and Microsoft Office productivity software. SPSS statistical analysis software and high-speed internet access are always offered.

### **Campus-Wide Wireless Internet Access**

The entire campus is wireless accessible utilizing 802.11 B/G/N standards. Users must authenticate using their institutional credentials before being allowed to access the network.

### **Campus Print and Photocopy System**

All students have access to the photocopiers/printers located in all computer laboratories. Color printing is also available on these photocopiers/printers. High-speed copiers offer services such as duplexing, folding, hole punching, binding, and stapling. Albizu students can access printing directly from the computer labs and can photocopy through a personal PIN number that can be obtained at: <http://pin.albizu.edu>

All copies and printouts have a low cost (currently 5 cents per monochrome page and 50 cents per color page), which is deducted from the student's printing account as used. If the balance is depleted, an automated balance replenishment station is available on the first floor.

## MAYAGÜEZ UNIVERSITY CENTER TECHNOLOGY SERVICES

### Computer Laboratories

MUC has a computer laboratory available to its students, equipped with student workstations and one instructor workstation running Microsoft Windows operating systems and Microsoft Office productivity software. IBM SPSS Statistics software and high-speed internet access are always offered. The room is equipped with an amplified audio system, a projector, and a whiteboard.

### Wireless Internet Access

The entire building is wireless accessible utilizing 802.11 B/G/N standards. Users must authenticate using their institutional credentials before being allowed to access the network.

### Print and Photocopy System

All students have access to the high-speed photocopiers/printers located in the computer laboratory and library. Users must authenticate using their institutional credentials to have access to these services.

All copies and printouts have a low cost (currently 5 cents per monochrome page), which is deducted from the student's printing account as used. If the balance is depleted, an automated balance replenishment station is available.

## ONLINE SERVICES

### Access to Student Information Services

Albizu University offers access to self-service information tools for all students. Among these services are free student email, student academic information, and access to distance learning courses.

All student information services at Albizu are accessed through a single username and password tied to the student's account. The username is composed of the following components of the student's personal information:

first letter of first name + last name + last 3 digits of student id

For example, for José Ortiz, student ID 0195123, the username would be: jortiz123

(After summer 2018, the username for new students is composed of first letter of first name + first letter of last name + 7 digits of student id)

The first time a student logs in, he or she will be asked to create a password for the student account. The username and password are valid for all services, including both onsite and online systems. If the student changes his or her password, the change becomes effective in all systems at once.

### Self-Service

Self-Service is the single point of entry to some online services for the Mayagüez University Center. It is an online environment that facilitates interaction between students and the academic community without the need to be physically present at the institution.

Through Self-Service, users have access to finance and financial aid services, registrar services, online registration, online payments, student services, and many more applications and services.

Self-Service is available in both English and Spanish. It can be accessed at: <https://selfserv.albizu.edu/Student/>

Self-Service is complemented by a web-based 24/7 Technical Assistance Center, which facilitates access to all necessary support information using a knowledge base browsing functionality and a chat and ticketing system.

### Microsoft Office 365

Office 365 is a service that includes Email (Outlook) for all students. This service also includes Onedrive (to save documents too), all office Products (Word, Excel, Powerpoint, etc.), Onenote, Teams, among others. This full suite of products can be accessed at <https://office.com>

Outlook Mail is Albizu's free student email service, provided to all active students and alumni. The service is powered by Microsoft for Education and features email, calendar, chats, and online document management.

### Colleague Self Service

The Colleague Self Service system provides access to the following services:

- Pay for some services
- Student record and demographic profile
- Online payments to the University via credit card

The system is available 24 hours a day and provides up-to-the-minute information for students. Colleague Self Service can be accessed at: <https://selfserv.albizu.edu>

### Blackboard

Blackboard is Albizu's course management system and distance learning platform. The system houses the materials needed for online and hybrid courses and provides a platform for interaction, testing, and assignment submission. Although access is automatic for all students, course access is only granted after registration is verified via the class roster. Blackboard can be accessed at: <https://bb.albizu.edu>

### Password Management System

Because all systems at Albizu are accessed via a single username and password tied to the individual, there may be times where students need to change or recover passwords. To address this need, a self-service password management and resetting tool is provided for students. This tool requires the user to preregister prior to first use, but once registered, a student can recover, and change passwords as needed. The service can be accessed at: <http://password.albizu.edu>

### Educational Software Licensing

Albizu students have the right to purchase educational software licenses, including Microsoft Office 2007/2013 for Windows and Mac, SPSS by IBM, and TrendMicro Antivirus Licenses. Prices vary by product, and delivery is via electronic download. The service can be accessed at: <http://carlosalbizu.onthehub.com>

### Dashboard

In partnership with Google, Albizu has developed an exciting set of applications to improve communication and collaboration among students, faculty, and staff. The goal is to increase productivity by offering a reliable, practical, secure, and feature-rich set of tools. The Google Dashboard is the gateway to cloud computing and to using free applications from Google, such as SunMail (Gmail), Calendar, Contacts,

Documents, Spreadsheets, Forms, and Presentations. These features can all be accessed anywhere, anytime. In addition, Dashboard provides users with access to their own individual storage drives.

Dashboard can be accessed in two ways:

- a. At the following URL: <http://dashboard.albizu.edu>
- b. Through SunPortal

## **TUTORING CENTER**

The Tutoring Center provides individual and/or group tutoring for currently enrolled students, who can receive assistance in a wide range of subjects. Professors can refer students for tutoring, or an individual student can request services. The tutors also coordinate workshops to meet students' needs or as requested by faculty. The hours of operation are available through the office of the Dean of Students.

## **INSTITUTIONAL CENTER FOR SCIENTIFIC RESEARCH**

The Institutional Center for Scientific Research (ICSR) was established in 2013 with the purpose of promoting scientific research among Albizu faculty and students. Since then, more than 20 faculty members from the Miami and San Juan campuses of Albizu University have collaborated with ICSR. The faculty researchers specialize in areas including autism, bullying, depression, sexual abuse and sexuality in children, development disorders, gifted children, obesity, the homeless, suicide, HIV, substance abuse, resilience, crisis intervention, gerontology, cancer, nutrition, religion/spirituality, psychometrics in the elderly, endocrine disorders (e.g. diabetes), Alzheimer's disease, workplace mobbing, job satisfaction, job boredom, workplace engagement, leadership, and work-related stress.

ICSR is focused on creating and disseminating knowledge as an integral part of the mission of the University. It has three main purposes:

1. Support research efforts at Albizu University and increase the number of students, faculty, and alumni publications.
2. Disseminate and promote ICSR's research to the academic community, professional associations, and mass media, both traditional and digital.
3. Create a culture at Albizu University in which research constitutes an integral part of the teaching/learning process, positioning the institution as a leader in the creation and dissemination of knowledge.

ICSR also serves as a center for the dissemination of information on research databases and on research funding for students and faculty offered by government agencies, foundations, and educational institutions. ICSR operates with the support of students and members of the research training program at the University.

## INTERDISCIPLINARY BACCALAUREATE (B.I.)

### MISSION

The mission of the Carlos Albizu University Interdisciplinary Baccalaureate (B.I.) program is to provide a solid foundation of general education courses that deliberately and systematically integrates the arts and sciences to identify interconnections among the disciplines. This integration allows us to exceed the limits of the disciplines to explain phenomena, solve problems, propose new questions, produce knowledge, and understand the world around us.

### GOALS AND OBJECTIVES

1. Promote the integral formation of its students to prepare them to become successful professionals.
2. Provide students with an intercultural and global perspective by integrating opportunities for learning a third language, sign language, and an intercultural competencies development course.
3. Foster in students an attitude of critical thinking concerning local and international events and experiences, thus contributing to the formation of individuals who are knowledgeable about the history and reality of Puerto Rico without being closed to the wider spectrum of events happening outside the Island.
4. Develop interest and skills in interdisciplinary research throughout the curriculum and in capstone research seminar.
5. Provide students with a solid intellectual foundation that will contribute to their success in future graduate studies or professional work.

### INTERDISCIPLINARY BACCALAUREATE PROGRAM WITH CONCENTRATIONS IN PSYCHOLOGY OR SPEECH AND LANGUAGE THERAPY

The Interdisciplinary Baccalaureate program with concentrations in psychology, cyberpsychology, or speech and language therapy are lower-level degree-completion programs including 120 or 126 credits of coursework. The program is designed to prepare students for graduate-level training and careers in psychology, cyberpsychology, and speech language therapy. Cyberpsychology Concentration strives to provide knowledge through innovative learning experiences in cyberpsychology theory, research, and practice.

The program incorporates an intercultural and global perspective within its courses, as it is evidenced in opportunities for learning a third language (Portuguese, Sign Language), and participating in an intercultural development service-learning course. It offers an “urban college” study environment that fosters the integration of and service to the surrounding communities. The program integrates curricular and co-curricular activities under the concept of an intellectual and personal experience and places emphasis on the success of its students through a retention plan.

### ADMISSION REQUIREMENTS AND PROCEDURES

#### Required Documents

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having completed high school or its equivalent with a minimum **cumulative grade point average** (GPA) of 2.00 from the high school or its equivalent or when transferring from another Institution.

3. **Official transcripts** from *all* previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work attended constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*
4. Two **letters of recommendation** from a professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official [Recommendation Form](#).*
5. **SAT or Pruebas de Evaluación y Admisión Universitaria (PEAU/College Board) examination** results.
6. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
7. An original **Health Certificate**, no more than one year old.
8. Proof of **Hepatitis-B vaccination**.
9. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of admission).
10. An official **evaluation of academic credentials** by an authorized credential evaluation agency. Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: [www.albizu.edu/International-Students/Credential-Evaluation-Services](http://www.albizu.edu/International-Students/Credential-Evaluation-Services)
11. **Any additional documents** that may be required by the Interdisciplinary Baccalaureate program at a future date, as specified at the time of application to the program.

The program reserves the right to admit candidates with exceptional characteristics.

### Admission Procedures

1. Candidates must submit all required documents by the established deadline.
2. The Evaluating Committee will evaluate every application and assign each one a final score based on the criteria and relative values established by the Interdisciplinary Baccalaureate program.
3. A letter of notification with the determination of the Evaluating Committee will be sent to each applicant.

### IDENTITY VERIFICATION

All admitted students are required to present a current ID card for identity verification purposes.

### GENERAL REQUIREMENTS FOR THE INTERDISCIPLINARY BACCALAUREATE DEGREE

The University has established the following requirements that must be completed before the bachelor's degree is awarded:

1. A cumulative grade point average (CGPA) of 2.25 or higher
2. Completion of a minimum of one year of full-time residence in the program
3. Satisfactory completion of the required academic courses and laboratories and/or practice, as



applicable

4. A grade of “C” or higher in all major courses for the psychology concentration; grades of “B” or higher in all major courses for the speech and language therapy concentration
5. Good standing in the program, i.e., no disciplinary action pending or academic probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Academic Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again
6. Recommendation from the program faculty for the bachelor’s degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, those professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*

#### **TIME LIMIT**

Every candidate for the Interdisciplinary Baccalaureate degree must complete the degree requirements within a period of six years from the date of registration for the anticipated degree. A one-year extension may be obtained upon the recommendation of the Chancellor and approval of the President. Under no circumstances will a degree extension petition of more than one year be granted.

#### **STUDENT EVALUATIONS**

Student evaluations are conducted by the faculty at the end of the Spring, Summer, and Fall terms. For more information, please refer to the Academic Progress Policy section of this catalog.

**INTERDISCIPLINARY BACCALAUREATE  
PSYCHOLOGY CONCENTRATION  
CURRICULAR REQUIREMENTS  
(Effective Fall 2019)**

Please refer to the Tuition and Fees section of this catalog for costs associated with credits, laboratories, and practicums.

|   |                    |
|---|--------------------|
| <b>AREA I. General Education Courses</b> .....                | <b>63 credits</b>  |
| ENGL-125 Interdisciplinary Studies in Literature I .....      | 3 credits          |
| ENGL-126 Interdisciplinary Studies in Literature II .....     | 3 credits          |
| GLOB-220 Contemporary Global Processes .....                  | 3 credits          |
| HIST-120 Puerto Rico and the World .....                      | 3 credits          |
| HUMA-225 Introduction to Humanities I .....                   | 3 credits          |
| IBSU-100 Vive Albizu First Year Seminar .....                 | 3 credits          |
| INTE-321 Intercultural Development .....                      | 6 credits          |
| MATH-125 Mathematical Reasoning .....                         | 3 credits          |
| NSCI-125 Biology and Contemporary Society I .....             | 3 credits          |
| NSCI-126 Biology and Contemporary Society II .....            | 3 credits          |
| NSCI-225 Physical Sciences I .....                            | 3 credits          |
| NSCI-226 Physical Sciences II .....                           | 3 credits          |
| SEMI-424 Seminar on Interdisciplinary Research I .....        | 3 credits          |
| SEMI-426 Seminar on Interdisciplinary Research II .....       | 3 credits          |
| SPAN-125 Language and Literature I .....                      | 3 credits          |
| SPAN-126 Language and Literature II .....                     | 3 credits          |
| SSCI-125 Theory and Methodologies of Social Sciences I .....  | 3 credits          |
| SSCI-126 Theory and Methodologies of Social Sciences II ..... | 3 credits          |
| Interdisciplinary Electives .....                             | 6 credits          |
| <b>CORE AREA II. Psychology Concentration</b> .....           | <b>57 credits</b>  |
| PSYU-300 Fundamentals of Psychology .....                     | 3 credits          |
| PSYU-301 Theories of Learning .....                           | 3 credits          |
| PSYU-307 Experimental Psychology .....                        | 3 credits          |
| PSYU-305 Theories of Personality .....                        | 3 credits          |
| PSYU-306 Psychopathology .....                                | 3 credits          |
| PSYU-308 Statistics for Psychology .....                      | 3 credits          |
| PSYU-403 Developmental Psychology .....                       | 3 credits          |
| PSYU-408 Physiological Psychology .....                       | 3 credits          |
| PSYU-411 Interview Techniques .....                           | 3 credits          |
| PSYU-413 Principles of Behavior Modification .....            | 3 credits          |
| PSYU-439 Introduction to Neuropsychology .....                | 3 credits          |
| PSYU-440 Introduction to Crisis Intervention .....            | 3 credits          |
| PSYU-444 Pre-Practicum .....                                  | 3 credits          |
| PSYU-431 Introduction to Health Psychology .....              | 3 credits          |
| PSYU-443 Professional Writing .....                           | 3 credits          |
| Directed Electives .....                                      | 12 credits.        |
| <b>Total Academic Credits</b> .....                           | <b>120 credits</b> |

**INTERDISCIPLINARY BACCALAUREATE  
PSYCHOLOGY CONCENTRATION  
CURRICULAR SEQUENCE  
(Effective Fall 2019)**

| <b>FALL - FIRST YEAR</b>  |   |                       |                |
|---|---|-----------------------|----------------|
| <b>Code</b>   | <b>Title</b>  | <b>Pre-requisites</b> | <b>Credits</b> |
| IBSU-100  | Vive Albizu First Year Seminar                      | none                  | 3              |
| ENGL-125  | Interdisciplinary Studies in Literature I           | none                  | 3              |
| MATH-125  | Mathematical Reasoning                              | none                  | 3              |
| SPAN-125  | Language and Literature I                           | none                  | 3              |
| PSYU-300  | Fundamentals of Psychology                          | none                  | 3              |
| <b>Total</b>  |   |                       | <b>15</b>      |
| <b>SPRING - FIRST YEAR</b>  |   |                       |                |
| <b>Code</b>   | <b>Title</b>  | <b>Pre-requisites</b> | <b>Credits</b> |
| ENGL-126  | Interdisciplinary Studies in Literature II          | ENGL-125              | 3              |
| PSYU-308  | Statistics for Psychology                           | MATH-125              | 3              |
| SPAN-126  | Language and Literature II                          | SPAN-125              | 3              |
| PSYU-403  | Developmental Psychology                            | none                  | 3              |
| HUMA-225  | Introduction to Humanities                          | none                  | 3              |
| <b>Total</b>  |   |                       | <b>15</b>      |
| <b>SUMMER - FIRST YEAR</b>  |   |                       |                |
| <b>Code</b>   | <b>Title</b>  | <b>Pre-requisites</b> | <b>Credits</b> |
| HIST-120  | Puerto Rico and the World                           | none                  | 3              |
| PSYU-301  | Theories of Learning                                | none                  | 3              |
| Interdisciplinary elective (1)<br>PORT-225<br>Portuguese I<br>ARTS-225<br>Art Languages in Modern and Contemporary Culture<br>BSLT-467<br>Sign Language I |   |                       | 3              |
| <b>Total</b>  |   |                       | <b>9</b>       |
| <b>FALL - SECOND YEAR</b>   |   |                       |                |
| <b>Code</b>   | <b>Title</b>  | <b>Pre-requisites</b> | <b>Credits</b> |
| PSYU-443  | Professional Writing                                | none                  | 3              |
| NSCI-125  | Biology and Contemporary Society I                  | none                  | 3              |
| SSCI-125  | Theories and Methodologies of the Social Sciences I | none                  | 3              |
| PSYU-305  | Theories of Personality                             | none                  | 3              |
| Interdisciplinary elective (1)<br>PORT-226 Portuguese II<br>ARTS-226 Art Languages in Modern and Contemporary Culture<br>BSLT-468 Sign Language II        |   |                       | 3              |
| <b>Total</b>  |   |                       | <b>15</b>      |

| <b>SPRING - SECOND YEAR</b>                             |  |  |                |
|---|--|--|----------------|
| <b>Code</b>   | <b>Title</b>   | <b>Pre-requisites</b>                  | <b>Credits</b> |
| NSCI-126  | Biology and Contemporary Society II                  | NSCI-125                               | 3              |
| SSCI-126  | Theories and Methodologies of the Social Sciences II | SSCI-125                               | 3              |
| GLOB-220  | Contemporary Global Processes                        | none                                   | 3              |
| PSYU-307  | Experimental Psychology                              | MATH-125, PSYU-308                     | 3              |
| PSYU-306  | Psychopathology                                      | none                                   | 3              |
| <b>Total</b>  |  |  | <b>15</b>      |
| <b>SUMMER - SECOND YEAR</b>                             |  |  |                |
| <b>Code</b>   | <b>Title</b>   | <b>Pre-requisites</b>                  | <b>Credits</b> |
| INTE-321  | Intercultural Development                            | GLOB-220                               | 6              |
| <b>Total</b>  |  |  | <b>6</b>       |
| <b>FALL - THIRD YEAR</b>                                |  |  |                |
| <b>Code</b>   | <b>Title</b>   | <b>Pre-requisites</b>                  | <b>Credits</b> |
| NSCI-225  | Physical Sciences I                                  | none                                   | 3              |
| SEMI-424  | Seminar on Interdisciplinary Research I              | MATH-125                               | 3              |
| PSYU-408  | Physiological Psychology                             | none                                   | 3              |
| PSYU-413  | Principles of Behavior Modification                  |  | 3              |
| <b>Total</b>  |  |  | <b>12</b>      |
| <b>SPRING - THIRD YEAR</b>                              |  |  |                |
| <b>Code</b>   | <b>Title</b>   | <b>Pre-requisites</b>                  | <b>Credits</b> |
| NSCI-226  | Physical Sciences II                                 | NSCI-225                               | 3              |
| PSYU-419  | Introduction to Neuropsychology                      | PSYU-407                               | 3              |
| SEMI-426  | Seminar on Interdisciplinary Research II             | SEMI-424                               | 3              |
| PSYU-411  | Interview Techniques                                 | none                                   | 3              |
| Directed electives: select one (1) from the offerings   |  | Some prerequisites may apply           | 3              |
| <b>Total</b>  |  |  | <b>15</b>      |
| <b>SUMMER - THIRD YEAR</b>                              |  |  |                |
| <b>Code</b>   | <b>Title</b>   | <b>Pre-requisites</b>                  | <b>Credits</b> |
| PSYU-440  | Introduction to Crisis Intervention                  | PSYU-300, PSYU-301, PSYU-305, PSYU-306 | 3              |
| PSYU-431  | Introduction to Health Psychology                    | PSYU-300, PSYU-301, PSYU-305, PSYU-306 | 3              |
| <b>Total</b>  |  |  | <b>6</b>       |
| <b>FALL - FOURTH YEAR</b>                               |  |  |                |
| <b>Code</b>   | <b>Title</b>   | <b>Pre-requisites</b>                  | <b>Credits</b> |
| PSYU-444  | Pre-Practicum  | PSYU-411, PSYU-440                     | 3              |
| Directed electives: select three (3) from the offerings |  | Some prerequisites may apply           | 9              |
| <b>Total</b>  |  |  | <b>12</b>      |
| <b>TOTAL CREDITS = 120</b>                              |  |  |                |

**INTERDISCIPLINARY BACCALAUREATE  
CYBERPSYCHOLOGY CONCENTRATION  
CURRICULAR REQUIREMENTS  
(Effective Fall 2023)**

*Please refer to the Tuition and Fees section of this catalog for costs associated with credits, laboratories, and practicums.*

|  |  |           |
|--|--|-----------|
| <b>AREA I. General Education Courses</b> ..... | <b>63 credits</b>                                    |           |
| CYIB-100                                       | Vive Albizu First Year Seminar .....                 | 3 credits |
| CYEN-125                                       | Interdisciplinary Studies in Literature I .....      | 3 credits |
| CYEN-126                                       | Interdisciplinary Studies in Literature II .....     | 3 credits |
| CYSP-125                                       | Language and Literature I .....                      | 3 credits |
| CYSP-126                                       | Language and Literature II .....                     | 3 credits |
| CYGL-220                                       | Contemporary Global Processes .....                  | 3 credits |
| CYHI-120                                       | Puerto Rico and the World .....                      | 3 credits |
| CYHU-125                                       | Introduction to Humanities I .....                   | 3 credits |
| CYIN-321                                       | Intercultural Development .....                      | 6 credits |
| CYMA-125                                       | Mathematical Reasoning .....                         | 3 credits |
| CYNS-125                                       | Biology and Contemporary Society I .....             | 3 credits |
| CYNS-126                                       | Biology and Contemporary Society II .....            | 3 credits |
| CYNS-225                                       | Physical Sciences I .....                            | 3 credits |
| CYNS-226                                       | Physical Sciences II .....                           | 3 credits |
| CYSE-424                                       | Seminar on Interdisciplinary Research I .....        | 3 credits |
| CYSE-426                                       | Seminar on Interdisciplinary Research II .....       | 3 credits |
| CYSS-125                                       | Theory and Methodologies of Social Sciences I .....  | 3 credits |
| CYSS-126                                       | Theory and Methodologies of Social Sciences II ..... | 3 credits |
|  | Interdisciplinary Electives .....                    | 6 credits |

|   |                                  |           |
|---|----------------------------------|-----------|
| <b>CORE AREA II. General Psychology</b> ..... | <b>27 credits</b>                |           |
| CYPS-300                                      | Fundamentals of Psychology ..... | 3 credits |
| CYPS-301                                      | Theories of Learning.....        | 3 credits |
| CYPS-305                                      | Theories of Personality.....     | 3 credits |
| CYPS-306                                      | Psychopathology .....            | 3 credits |
| CYPS-307                                      | Experimental Psychology .....    | 3 credits |
| CYPS-308                                      | Statistics For Psychology .....  | 3 credits |
| CYPS-403                                      | Developmental Psychology.....    | 3 credits |
| CYPS-408                                      | Physiological Psychology.....    | 3 credits |
| CYPS-443                                      | Professional Writing.....        | 3 credits |

**CORE AREA III. Cyberpsychology Core** ..... **30 credits**

|           |   |           |
|-----------|---|-----------|
| CYBP -100 | Intro to Cyberpsychology .....                        | 3 credits |
| CYBP -101 | Intro to Computer Science .....                       | 3 credits |
| CYBP -200 | Human-Computer Interaction .....                      | 3 credits |
| CYBP -300 | Psychology of Social Networking and Video Games ..... | 3 credits |
| CYBP -301 | Cybersecurity .....                                   | 3 credits |

|           |  |           |
|-----------|--|-----------|
| CYBP -302 | Forensic Cyberpsychology .....                                 | 3 credits |
| CYBP 303  | Psychology of Virtual Reality and Artificial Intelligence..... | 3 credits |
| CYBP 304  | Introduction to Telehealth .....                               | 3 credits |
| CYBP 400  | Cyberpsychology Special Topics .....                           | 3 credits |
| CYBP 401  | Cyberpsychology Senior Project .....                           | 3 credits |

Total Academic Credits ..... 120 credits

**INTERDISCIPLINARY BACCALAUREATE  
CYBERPSYCHOLOGY CONCENTRATION  
CURRICULAR SEQUENCE  
(Effective Fall 2023)**

| Fall First Year |   |           |                |
|-----------------|---|-----------|----------------|
| Code            | Title                                     | Credits   | Pre-requisites |
| <b>CYIB 100</b> | Vive Albizu First Year Seminar            | 3         | none           |
| <b>CYEN 125</b> | Interdisciplinary Studies in Literature I | 3         | none           |
| <b>CYMA 125</b> | Mathematical Reasoning                    | 3         | none           |
| <b>CYPS 300</b> | Fundamentals of Psychology                | 3         | none           |
| <b>CYSP 125</b> | Language and Literature I                 | 3         | none           |
| <b>Total</b>    |   | <b>15</b> |                |

| Spring First Year |  |           |                |
|-------------------|--|-----------|----------------|
| Code              | Title                                      | Credits   | Pre-requisites |
| <b>CYEN 126</b>   | Interdisciplinary Studies in Literature II | 3         | CYEN 125       |
| <b>CYPS 308</b>   | Statistics for Psychology                  | 3         | CYMA 125       |
| <b>CYSP 126</b>   | Language and Literature II                 | 3         | CYSP 125       |
| <b>CYPS 403</b>   | Developmental Psychology                   | 3         | None           |
| <b>CYHU 125</b>   | Introduction to Humanities                 | 3         | None           |
| <b>Total</b>      |  | <b>15</b> |                |

| Summer First Year |                                 |          |                |
|-------------------|---------------------------------|----------|----------------|
| Code              | Title                           | Credits  | Pre-requisites |
| <b>CYHI 120</b>   | Puerto Rico and the World       | 3        | none           |
| <b>CYPS 301</b>   | Theories of Learning            | 3        | none           |
| <b>CYBP 100</b>   | Introduction to Cyberpsychology | 3        | none           |
| <b>Total</b>      |                                 | <b>9</b> |                |

| Fall Second Year |   |           |                |
|------------------|---|-----------|----------------|
| Code             | Title   | Credits   | Pre-requisites |
| <b>CYBP 101</b>  | Introduction to Computer Science                    | 3         | none           |
| <b>CYNS 125</b>  | Biology and Contemporary Society I                  | 3         | none           |
| <b>CYSS 125</b>  | Theories and Methodologies of the Social Sciences I | 3         | none           |
| <b>CYPS 305</b>  | Theories of Personality                             | 3         | none           |
| <b>CYBP 200</b>  | Human-Computer Interaction                          | 3         | CYBP 100       |
| <b>Total</b>     |   | <b>15</b> |                |

| Spring Second Year |  |         |                |
|--------------------|--|---------|----------------|
| Code               | Title  | Credits | Pre-requisites |
| <b>CYNS 126</b>    | Biology and Contemporary Society II                  | 3       | CYNS 125       |
| <b>CYSS 126</b>    | Theories and Methodologies of the Social Sciences II | 3       | CYSS 125       |
| <b>CYGL 220</b>    | Contemporary Global Processes                        | 3       |                |

|                 |                         |           |                    |
|-----------------|-------------------------|-----------|--------------------|
| <b>CYPS 307</b> | Experimental Psychology | 3         | CYMA 125, CYPS 308 |
| <b>CYPS 306</b> | Psychopathology         | 3         | none               |
| <b>Total</b>    |                         | <b>15</b> |                    |

| <b>Summer Second Year</b> |                           |                |                       |
|---------------------------|---------------------------|----------------|-----------------------|
| <b>Code</b>               | <b>Title</b>              | <b>Credits</b> | <b>Pre-requisites</b> |
| <b>CYIN 321</b>           | Intercultural Development | 6              | CYGL 220              |
| <b>Total</b>              |                           | <b>6</b>       |                       |

| <b>Fall Third Year</b> |   |                |                       |
|------------------------|---|----------------|-----------------------|
| <b>Code</b>            | <b>Title</b>  | <b>Credits</b> | <b>Pre-requisites</b> |
| <b>CYNS 225</b>        | Physical Sciences I                                       | 3              | none                  |
| <b>CYSE 424</b>        | Seminar on Interdisciplinary Research I                   | 3              | CYMA 125              |
| <b>CYBP 300</b>        | Psychology of Social Networking and Video Games           | 3              | CYBP 100              |
| <b>CYBP 303</b>        | Psychology of Virtual Reality and Artificial Intelligence | 3              | CYBP 100              |
| <b>Total</b>           |   | <b>12</b>      |                       |

| <b>Spring Third Year</b> |  |                |                       |
|--------------------------|--|----------------|-----------------------|
| <b>Code</b>              | <b>Title</b>                             | <b>Credits</b> | <b>Pre-requisites</b> |
| <b>CYPS 443</b>          | Professional Writing                     | 3              | none                  |
| <b>CYNS 226</b>          | Physical Sciences II                     | 3              | CYNS 225              |
| <b>CYSE 426</b>          | Seminar on Interdisciplinary Research II | 3              | CYSE 424              |
| <b>CYBP 301</b>          | Cybersecurity                            | 3              | CYBP 101              |
| <b>CYBP 302</b>          | Forensic Cyberpsychology                 | 3              | CYPS 306, CYBP 100    |
| <b>Total</b>             |  | <b>15</b>      |                       |

| <b>Summer Third Year</b>  |                     |                |                       |
|---|---------------------|----------------|-----------------------|
| <b>Code</b>   | <b>Title</b>        | <b>Credits</b> | <b>Pre-requisites</b> |
| <b>CYBP 304</b>   | Intro to Telehealth | 3              |                       |
| <b>Interdisciplinary Elective (1):</b><br><b>CYPO 225 Portuguese I</b><br><b>CYAR 225 Artistic languages in modern and contemporary culture</b> |                     | 3              | none                  |
| <b>Total</b>  |                     | <b>6</b>       |                       |

| <b>Fall Fourth Year</b>   |                                |                |                              |
|---|--------------------------------|----------------|------------------------------|
| <b>Code</b>   | <b>Title</b>                   | <b>Credits</b> | <b>Pre-requisites</b>        |
| <b>CYBP 401</b>   | Cyberpsychology Senior Project | 3              | CYBP 300, 301, 302, 303, 304 |
| <b>CYBP 400</b>   | Cyberpsychology Special Topics | 3              | none                         |
| <b>CYPS 408</b>   | Physiological Psychology       | 3              | none                         |
| <b>Interdisciplinary Elective (1):</b><br><b>CYPO 226 Portuguese II</b><br><b>CYAR 226 Theory and Methods in the Study of Visual Arts</b> |                                | 3              | none                         |
| <b>Total</b>  |                                | <b>12</b>      |                              |
| <b>Total credits</b>  |                                | <b>120</b>     |                              |



**INTERDISCIPLINARY BACCALAUREATE  
SPEECH AND LANGUAGE THERAPY CONCENTRATION  
CURRICULAR REQUIREMENTS  
(Effective Fall 2019)**

*Please refer to the Tuition and Fees section of this catalog for costs associated with credits, laboratories, and practices.*

**AREA I. General Education Courses ..... 60 credits**

|                                   |  |           |
|-----------------------------------|--|-----------|
| IBSU-100                          | Vive Albizu First Year Seminar .....                 | 3 credits |
| ENGL-125                          | Interdisciplinary Studies in Literature I .....      | 3 credits |
| ENGL-126                          | Interdisciplinary Studies in Literature II .....     | 3 credits |
| GLOB-220                          | Contemporary Global Processes .....                  | 3 credits |
| HIST-120                          | Puerto Rico and the World .....                      | 3 credits |
| HUMA-125                          | Introduction to Humanities I .....                   | 3 credits |
| INTE-321                          | Intercultural Experience .....                       | 6 credits |
| MATH-125                          | Mathematical Reasoning .....                         | 3 credits |
| NSCI-125                          | Biology and Contemporary Society I .....             | 3 credits |
| NSCI-126                          | Biology and Contemporary Society II .....            | 3 credits |
| NSCI-225                          | Physical Sciences I .....                            | 3 credits |
| PSYU 308                          | Statistics for Psychology .....                      | 3 credits |
| PSYU 443                          | Professional Writing .....                           | 3 credits |
| SPAN-125                          | Language and Literature I .....                      | 3 credits |
| SPAN-126                          | Language and Literature II .....                     | 3 credits |
| SSCI-125                          | Theory and Methodologies of Social Sciences I .....  | 3 credits |
| SSCI-126                          | Theory and Methodologies of Social Sciences II ..... | 3 credits |
| Interdisciplinary Electives ..... |  | 6 credits |

**CORE AREA II. Speech and Language Therapy Concentration ..... 63 credits**

|          |   |           |
|----------|---|-----------|
| BSLT-300 | Introduction to Communication Disorders .....                                       | 3 credits |
| BSLT-342 | Anatomy and Physiology of the Language, Speech, and Hearing Structure .....         | 3 credits |
| BSLT-344 | Cognitive and Speech-Language Development and use in Children.....                  | 3 credits |
| BSLT-345 | Acoustic and Psychoacoustic Aspects of Sound and Voice Reception and Perception ... | 3 credits |
| BSLT-346 | Clinical Processes of the Speech-Language Therapist.....                            | 3 credits |
| BSLT-338 | Stuttering in Children .....  | 3 credits |
| BSLT-339 | Childhood Voice Disorders .....   | 3 credits |
| BSLT-350 | Language Disorders of Children I: Oral Language Pathologies.....                    | 3 credits |
| BSLT-351 | Language Disorders of Children II: Written Language Pathologies.....                | 3 credits |
| BSLT 356 | Children with Oral Structural Abnormalities & Neuromuscular Disorders .....         | 3 credits |
| BSLT 358 | Sensory Disorders .....   | 3 credits |
| BSLT-340 | Articulatory Disorders in Children .....  | 3 credits |
| BSLT-357 | Typical and Atypical Phonological Development .....                                 | 3 credits |
| BSLT 444 | Cognitive and Psychological Pathologies.....  | 3 credits |
| BSLT 445 | Prevention in Speech and Language Intervention in Infants.....                      | 3 credits |
| BSLT-460 | Aural Rehabilitation .....  | 3 credits |

|          |  |           |
|----------|--|-----------|
| BSLT-462 | Augmentative and Alternative Communication for Children .....              | 3 credits |
| BSLT-475 | Integrated Knowledge in Theory and Pract. with S/L Disorders Seminar ..... | 6 credits |
| PSYU-403 | Developmental Psychology .....   | 3 credits |
| PSYU 413 | Behavior Modification in Children.....                                     | 3 credits |

**AREA III. Clinical Practice**

LTPR-460 Clinical Practicum ..... 3 credits

Total Academic Credits ..... 123 credits

Total Practicum Credits ..... 3 credits

**INTERDISCIPLINARY BACCALAUREATE  
SPEECH AND LANGUAGE THERAPY CONCENTRATION  
CURRICULAR SEQUENCE  
(Effective Fall 2019)**

| <b>FALL - FIRST YEAR</b>  |   |                       |                |
|---|---|-----------------------|----------------|
| <b>Code</b>   | <b>Title</b>  | <b>Pre-requisites</b> | <b>Credits</b> |
| IBSU-100  | Vive Albizu First Year Seminar                                    | none                  | 3              |
| ENGL-125  | Interdisciplinary Studies in Literature I                         | none                  | 3              |
| MATH-125  | Mathemati cal Reasoning   | none                  | 3              |
| SPAN-125  | Language and Literature I   | none                  | 3              |
| BSLT-300  | Introduction to Communication Disorders                           | none                  | 3              |
| <b>Total</b>  |   |                       | <b>15</b>      |
| <b>SPRING - FIRST YEAR</b>  |   |                       |                |
| <b>Code</b>   | <b>Title</b>  | <b>Pre-requisites</b> | <b>Credits</b> |
| ENGL-126  | Interdisciplinary Studies in Literature II                        | ENGL-125              | 3              |
| PSYU-308  | Statistics for Psychology   | MATH-125              | 3              |
| SPAN-126  | Language and Literature II  | SPAN-125              | 3              |
| PSYU-403  | Developmental Psychology  | none                  | 3              |
| HUMA-125  | Introduction to Humanities  | none                  | 3              |
| <b>Total</b>  |   |                       | <b>15</b>      |
| <b>SUMMER - FIRST YEAR</b>  |   |                       |                |
| <b>Code</b>   | <b>Title</b>  | <b>Pre-requisites</b> | <b>Credits</b> |
| HIST-120  | Puerto Rico and the World   | none                  | 3              |
| PSYU-413  | Behavior Modification for Children                                | none                  | 3              |
| Interdisciplinary elective (1)<br>PORT-225<br>Portuguese I<br>ARTS-225<br>Art Languages in Modern and Contemporary Culture<br>BSLT-467<br>Sign Language I |   |                       | 3              |
| <b>Total</b>  |   |                       | <b>9</b>       |
| <b>FALL - SECOND YEAR</b>   |   |                       |                |
| <b>Code</b>   | <b>Title</b>  | <b>Pre-requisites</b> | <b>Credits</b> |
| PSYU-443  | Professional Writing  | none                  | 3              |
| NSCI-125  | Biology and Contemporary Society                                  | none                  | 3              |
| SSCI-125  | Theories and Methodologies of the Social Sciences I               | none                  | 3              |
| BSLT-344  | Cognitive and Speech and Language Development and Use in Children | none                  | 3              |
| Interdisciplinary elective (1)<br>PORT-226 Portuguese II<br>ARTS-226 Theory and Methods in the Study of Visual Arts<br>BSLT-468 Sign Language II          |   |                       | 3              |
| <b>Total</b>  |   |                       | <b>15</b>      |

| <b>SPRING - SECOND YEAR</b> |  |  |                |
|-----------------------------|--|--|----------------|
| <b>Code</b>                 | <b>Title</b>   | <b>Pre-requisites</b>                  | <b>Credits</b> |
| NSCI-126                    | Biology and Contemporary Society II  | NSCI-125                               | 3              |
| SSCI-126                    | Theory and Methodology of the Social Sciences II   | SSCI-125                               | 3              |
| GLOB-220                    | Contemporary Global Processes  | none                                   | 3              |
| BSLT-342                    | Anatomy and Physiology of the Language-Speech-Hearing Structure                                    | NSCI-125                               | 3              |
| BSLT-345                    | Acoustic and Psychoacoustic Aspects of Sound and Voice Reception and Perception                    | none                                   | 3              |
| <b>Total</b>                |  |  | <b>15</b>      |
| <b>SUMMER - SECOND YEAR</b> |  |  |                |
| <b>Code</b>                 | <b>Title</b>   | <b>Pre-requisites</b>                  | <b>Credits</b> |
| INTE-321                    | International Experience   | GLOB-220                               | 6              |
| <b>Total</b>                |  |  | <b>6</b>       |
| <b>FALL - THIRD YEAR</b>    |  |  |                |
| <b>Code</b>                 | <b>Title</b>   | <b>Pre-requisites</b>                  | <b>Credits</b> |
| NSCI-225                    | Physical Sciences I  | none                                   | 3              |
| BSLT-346                    | Clinical Processes of the Speech-Language Therapist  | none                                   | 3              |
| BSLT-338                    | Stuttering in Children   | BSLT-344                               | 3              |
| BSLT-339                    | Childhood Voice Disorders  | BSLT-342                               | 3              |
| BSLT-340                    | Articulatory Disorders in Children   | BSLT-342                               | 3              |
| <b>Total</b>                |  |  | <b>15</b>      |
| <b>SPRING - THIRD YEAR</b>  |  |  |                |
| <b>Code</b>                 | <b>Title</b>   | <b>Pre-requisites</b>                  | <b>Credits</b> |
| BSLT-350                    | Language Disorders of Children: Oral Language Pathologies  | BSLT-344,BSLT-346                      | 3              |
| BSLT-351                    | Language Disorders of Children: Written Language Pathologies                                       | BSLT-344,BSLT-346                      | 3              |
| BSLT-356                    | Children with Oral Structural Abnormalities & Neuromuscular Disorders                              | BSLT-342                               | 3              |
| BSLT-358                    | Sensory Disorders  | BSLT-344,BSLT-345                      | 3              |
| BSLT-357                    | Typical and Atypical Phonological Development  | BSLT-344,BSLT-346<br>BSLT-354 BSLT-340 | 3              |
| <b>Total</b>                |  |  | <b>15</b>      |
| <b>SUMMER - THIRD YEAR</b>  |  |  |                |
| <b>Code</b>                 | <b>Title</b>   | <b>Pre-requisites</b>                  | <b>Credits</b> |
| BSLT-444                    | Cognitive and Psychosocial Pathologies   | BSLT-344                               | 3              |
| BSLT-445                    | Prevention in Speech and Language Intervention in Infants  | BSLT-344,BSLT-345                      | 3              |
| BSLT-460                    | Aural Rehabilitation   | BSLT-345                               | 3              |
| <b>Total</b>                |  |  | <b>9</b>       |
| <b>FALL - FOURTH YEAR</b>   |  |  |                |
| <b>Code</b>                 | <b>Title</b>   | <b>Pre-requisites</b>                  | <b>Credits</b> |
| LTPR-460                    | Clinical Practice (100 direct contact hours minimum)   | BSLT-ALL (Except 462, 475 concurrent)  | 3              |
| BSLT-462                    | Augmentative and Alternative Communication for Children  | none                                   | 3              |
| BSLT-475                    | Seminar Integrated Knowledge in Theory and Practice in Children with Speech and Language Disorders | BSLT-342,<br>344,345,346               | 6              |
| <b>Total</b>                |  |  | <b>12</b>      |
| <b>TOTAL CREDITS = 126</b>  |  |  |                |

## INTERDISCIPLINARY BACCALAUREATE COURSE DESCRIPTIONS

### **ARTS-225 ARTISTIC LANGUAGES IN MODERN AND CONTEMPORARY CULTURE (3 credits)**

**PREREQUISITES:** None

The principal artistic and visual languages that have configured Western modern and contemporary culture are studied from a long-term perspective. Students examine traditional methods and themes of art as well as their connections to general culture and the technological and scientific advancements associated with art. The course requires a research project.

### **ARTS-226 THEORY AND METHODS IN THE STUDY OF VISUAL ARTS (3 credits)**

**PREREQUISITES:** None

This course addresses the most important theories and methods associated with the study of visual arts. Given the interdisciplinary character of the study of art methodology developed in recent decades, the course will take into consideration not only the contributions of theory and history to art but also the contributions of other humanistic and social sciences, philosophy, and history to critical theory. The course requires a research project.

### **BSLT-300 INTRODUCTION TO COMMUNICATION DISORDERS (3 credits)**

**PREREQUISITES:** None

The course offers students an introduction to the study of communication disorders. Communication disorders observed in all areas of communication will be studied. The course emphasizes the signs, symptoms, etiology, and clinical aspects of communication disorders, as well as their impact upon academic and social development.

### **BSLT-338 STUTTERING IN CHILDREN (3 credits)**

**PREREQUISITES:** BSLT-344

Discussions of early disfluency symptoms, the development of stuttering in children, and its consequences for human functioning. Observations and pre-practicum required.

### **BSLT-339 CHILDHOOD VOICE DISORDERS (3 credits)**

**PREREQUISITES:** BSLT-342

Consideration of disorders in the production of voice in children and their effect on the communication process. Observations and pre-practicum required.

### **BSLT-340 ARTICULATORY DISORDERS IN CHILDREN (3 credits)**

**PREREQUISITE:** BSLT-342

Study of the foundation of the assessment and treatment of articulation and phonological disorders in Spanish-speaking children. Characteristics of the speech sounds of normal acquisition of Spanish speech production skills in childhood. Examination of different methods of assessment for the disorders. The concepts and principles of intervention will be presented as well as specific approaches and techniques for remediation. Observations and pre-practicum activities required.

**BSLT-342 ANATOMY AND PHYSIOLOGY OF THE LANGUAGE, SPEECH, AND HEARING STRUCTURE (3 credits)**

**PREREQUISITES:** NSCI 125

A study of the human body mechanisms involved in auditory reception, central comprehension, and production of voice, language, and articulation.

**BSLT-344 COGNITIVE AND SPEECH-LANGUAGE DEVELOPMENT AND USE IN CHILDREN (3 credits)**

**PREREQUISITES:** None

Considerations of normal communication development in children, their pragmatic use of language, and its pertinence to academic learning.

**BSLT-345 ACOUSTIC AND PSYCHOACOUSTIC ASPECTS OF SOUND AND VOICE RECEPTION AND PERCEPTION (3 credits)**

**PREREQUISITES:** None

Consideration of acoustic and human psychoacoustic processes and the acoustical management of intervention facilities.

**BSLT-346 CLINICAL PROCESSES OF THE SPEECH-LANGUAGE THERAPIST (3 credits)**

**PREREQUISITES:** None

This course presents the responsibilities of a speech-language therapist, including early identification, screening procedures, professional consultation, therapeutic programming, collaboration, parent training, and record keeping.

**BSLT-350 LANGUAGE DISORDERS OF CHILDREN I: ORAL LANGUAGE PATHOLOGIES (3 credits)**

**PREREQUISITES:** BSLT-344, BSLT-346

Study of disorders in the comprehension, formulation, and production of oral language by children, with an emphasis on children of Hispanic origin. Three hours of observation required.

**BSLT-351 LANGUAGE DISORDERS OF CHILDREN II: WRITTEN LANGUAGE PATHOLOGIES (3 credits)**

**PREREQUISITE:** BSLT 344, BSLT 346, BSLT-350

Considerations of the comprehension, formulation, and production of written language by children with language disorders. Observations and pre-practicum required.

**BSLT-357 TYPICAL AND ATYPICAL PHONOLOGICAL DEVELOPMENT (3 credits)**

**PREREQUISITE:** BSLT 340, BSLT-344, BSLT 346

This course examines the typical and atypical phonological development of Spanish-language sounds in Spanish-speaking children. Students will understand the normal phonological development processes in the production of sounds of the Spanish language in Puerto Rico, considering linguistic variations in comparison to the sound production in other Spanish-speaking countries. Students will recognize and be able to describe deviated patterns of sound production. The course requires observations and pre-practicum activities.

**BSLT-460 AURAL REHABILITATION (3 credits)**

**PREREQUISITES:** BSLT-345

Consideration of clinical procedures involved in speech-language therapy intervention for children with auditory disorders.

**BSLT-462 AUGMENTATIVE AND ALTERNATIVE COMMUNICATION FOR CHILDREN (3 credits)**

**PREREQUISITES:** BSLT-344,BSLT-346,BSLT-350

Discussion of the historical background of augmentative and alternative communication (AAC) and available equipment for children with severe communication impairments. Study of the equipment, its characteristics, and uses. Discussion of strategies for implementing the effective use of AAC to meet communication needs. The course requires building low-cost communication boards and adaptations for equipment.

**BSLT-467 SIGN LANGUAGE I (3 credits)**

**PREREQUISITES:** None

Students will learn the basic vocabulary and grammar of American Sign Language (ASL). Upon completion of this course, students will be able to exchange in ASL basic information about themselves and their families, such as their names, where they live, and their interests. Through out-of-class readings, in-class discussions and demonstrations, and experiences within the deaf community, students are exposed to elements of the deaf culture and community.

**BSLT – 468 SIGN LANGUAGE II (3 credits)**

**PREREQUISITES:** BSLT- 467

This course will provide intermediate level instruction in American Sign Language (ASL), fingerspelling, deafness, and deaf culture. Emphasis will be on developing receptive and expressive language skills. Intermediate vocabulary instruction and ASL grammar will be taught and reinforced through classroom presentations and activities, cultural models, and visual media presentations. Discussions will focus on deafness, deaf history, current trends, and related topics.

**BSLT-475 SEMINAR INTEGRATED KNOWLEDGE IN THEORY AND PRACTICE IN CHILDREN’S WITH SPEECH AND LANGUAGE DISORDERS (6 credits)**

**PREREQUISITES:** BSLT-338, BSLT-339, BSLT-340, BSLT-346, BSLT-350, BSLT-351, BSLT-357

This human development course offers students the opportunity to examine the fundamental aspects of physical, cognitive, and psychological human development. Theories in studies and/or research in this discipline will be discussed to emphasize the continuum of human life from conception to death.

**CYAR-225 ARTISTIC LANGUAGES IN MODERN AND CONTEMPORARY CULTURE (3 credits)**

**PREREQUISITES:** None

The principal artistic and visual languages that have configured Western modern and contemporary culture are studied from a long-term perspective. Students examine traditional methods and themes of art, their connections to general culture, and the technological and scientific advancements associated with art. The course requires a research project.

**CYAR-226 THEORY AND METHODS IN THE STUDY OF VISUAL ARTS (3 credits)**

**PREREQUISITES:** None

This course addresses the most important theories and methods associated with the study of visual arts. Given the interdisciplinary character of the study of art methodology developed in recent decades, the course will take into consideration not only the contributions of theory and history to art but also the contributions of other humanistic and social sciences, philosophy, and history to critical theory. The course requires a research project.

### **CYBP- 100 INTRODUCTION TO CYBERPSYCHOLOGY (3credits)**

**PREREQUISITES:** None

This course addresses the foundations of digital technologies across the lifespan, exploring psychological implications of cyberspace and emerging technologies. Students will explore what literature tells us about our wired world, the use of smart phones, the internet, and the virtual world. Topics will include identity, attention, addiction, cyber-bullying, learning, and relationships. This course will draw on multiple areas of psychology, including social, developmental, cognitive, educational, and neuroscience, and will involve critical analysis of research in cyberpsychology.

### **CYBP-101 INTRODUCTION TO COMPUTER SCIENCE (3 credits)**

**PREREQUISITES:** None

This course offers an introduction to computer science. Students will learn about the importance of solving computational problems. Students learn about logic, algorithms, computer systems, system software, virtual machines, computer network, cloud computing, information security, high-level programming languages, models of computation, computer graphics, and the process of decision making about computers, information, and society.

### **CYBP-200 HUMAN-COMPUTER INTERACTION**

**PREREQUISITES:** CYBP-100

In this course, students are introduced to the fundamental theories and concepts of human computer interaction (HCI). HCI is an interdisciplinary field that integrates theories and methodologies across many domains including cognitive psychology, neurocognitive engineering, computer science, human factors, and engineering design. Students will gain theoretical knowledge of and practical experience in the fundamental aspects of human perception, cognition, and learning as relates to the design, implementation, and evaluation of interfaces. Topics covered include what is the interaction design? cognitive aspects of HCI, social interactions, emotional interactions, interfaces, data collection, analysis, and design, prototyping, and construction.

### **CYBP- 300 PSYCHOLOGY OF SOCIAL NETWORKING AND VIDEOGAMES**

**PREREQUISITES:** CYBP-100

Social media and video games have become a central feature of our everyday lives. How is our use of social media impacting our well-being? How do video games help us learn? This course will tackle these complex questions by evaluating psychological research on these topics. Through lectures, discussion, and interactive assignments, students will learn about current evidence, theory, and controversies in the field, and will consider the role of social media and video games in their own lives. This course will provide an overview of research on social media and video games, with an emphasis on the psychosocial implications of use. Relevant theories from developmental psychology will provide a starting point for engaging with this material.

### **CYBP-301 CYBERSECURITY**

**PREREQUISITES:** CYBP-101

This course offers an introduction to cybersecurity. Students will learn about cyberattacks, threats and defenses, social engineering, hackers, malware, computer security, password management, prevention of attacks, wireless network security, mobile security, and general cybersecurity standards. In this course students will get theoretical and practical knowledge to identify cyberattacks and how to properly act to attacks or to prevent them.

### **CYBP-302 FORENSIC CYBERPSYCHOLOGY**

**PREREQUISITES:** CYPS-306, CYBP-100

This course offers an introduction to Forensic Cyberpsychology and will provide an overview of cyber deviant behavior, explore emerging cybercrimes, and cyber enabled crimes. From the forensic psychology perspective, the course will examine the mind of cyber deviant perpetrators and strategies for assessment,



prevention, and interventions. Some of the trends discussed in this course include digital self-harm, stalker ware usage, livestreaming of crimes, online expression of hate and rebellion, attacks via smart devices, COVID-19 related frauds and cyber vigilantism. Such insights would enhance our awareness about the growing pervasiveness of cyber threats and display how behavioral sciences is a force-multiplier in complementing the existing technological solutions.

### **CYBP-303 PSYCHOLOGY OF VIRTUAL REALITY AND ARTIFICIAL INTELLIGENCE**

**PREREQUISITES:** CYBP-100

This course addresses how virtual reality (VR), artificial intelligence (AI) and other disruptive technologies shape new media experiences and transform the behaviors of human society. With billions being invested into companies like Oculus Rift, HoloLens, Magic Leap, and others we witness the birth of a new revolution in immersive content platforms. Each day a different area of innovative technology will be examined as we explore its impact across conventional media industries including television, film, games, education, and mental health. The course is intended to offer students exposure to innovative technologies using a scientific approach to understand the impact of virtual reality and artificial intelligence in human behavior and social interaction.

### **CYBP-304 INTRODUCTION TO TELEHEALTH**

**PREREQUISITES:** none

This course introduces students to key concepts related to the use of electronic information and telecommunication technologies in advancing the provision of health-related services. Among the topics explored are historical development of telehealth, ethical and legal implications related to telehealth integration, best practices for telepresence, and current practices in telehealth.

### **CYBP-400 CYBERPSYCHOLOGY SPECIAL TOPICS**

**PREREQUISITES:** none

In this course students will learn many core knowledge and applications for cyberpsychology including topics such as: online behaviors and personality, social media use and psychological functioning, games and gaming, telepsychology, augmented reality, and artificial intelligence applications, body image and technology, and empathy behaviors in telecommunications. This course will also discuss how to enhance resilience, application, and research skills necessary to thrive in cyberpsychology. Finally, this course will provide actual knowledge and experiences from professionals from the field that would be presenting and participating as guest speakers in class meetings.

### **CYBP-401 CYBERPSYCHOLOGY SENIOR PROJECT**

**PREREQUISITES:** CYB-300, CYBP-301, CYBP-302, CYBP-303, CYBP-304

The Cyberpsychology Senior project's purpose is to increase research and understanding of the main topics that encapsulate the cyberpsychology discipline and their impact on mental health and behavior. The senior project will consist of fifteen weeks of guided and individual research on a topic selected by the students. This topic will be developed into a research proposal by groups of at least three students. Moreover, this research proposal must be alienated from the main research areas that are studied in the discipline. The topics will be selected in the first two weeks and will be worked on through the semester. The students will be submitting drafts of the research proposal every two weeks via Blackboard. At the end of the semester, the students will present their research proposals to the class.

**CYEN-125 INTERDISCIPLINARY STUDIES IN LITERATURE I (3 credits)****PREREQUISITES:** None

This course integrates the study of several literary genres to develop reading, writing, and oral communication skills as well as critical thinking skills. A thematic approach is used to engage students in interdisciplinary discussions. Topics covered during the first term include gender equity and racial discrimination. The course requires the preparation of an annotated bibliography as part of a literature revision.

**CYEN-126 INTERDISCIPLINARY STUDIES IN LITERATURE II (3 credits)****PREREQUISITE:** CYEN-125

Several literary genres are studied to develop reading, writing, and oral communication skills, and critical thinking skills. A thematic approach is used to stimulate the participation of students in interdisciplinary discussions. Topics covered during the second term are “writing the journey” and migration. The course requires drafting a research essay based on the literature revision prepared during the first term.

**CYGL-220 CONTEMPORARY GLOBAL PROCESSES (3 credits)****PREREQUISITES:** None

The most important phenomena, transformations, and participants in the contemporary globalized world are studied. The main global developments in economics, politics, society, and culture are studied from an interdisciplinary and historical perspective using case study discussions and official documents, among other resources. The course requires a research project.

**CYHI-120 PUERTO RICO AND THE WORLD (3 credits)****PREREQUISITES:** None

The development of Puerto Rican society is studied from the pre-Colombian period up to the 21<sup>st</sup> century. Special attention is paid to the diverse phases Puerto Rican society has gone through under the tutelage of Spain and the United States in the context of global historical processes. Students will obtain a basic, documented, understanding of the history of Puerto Rico and its connection to world history. The course requires a field research project.

**CYHU-125 INTRODUCTION TO HUMANITIES I (3 credits)****PREREQUISITES:** None

The course covers representative aspects of Western civilization and culture, taking into consideration its Oriental, Greek, Roman, and Medieval roots through the critical analysis of great literary, philosophical, artistic, and religious works. The course requires a field research project.

**CYIB-100 VIVE ALBIZU FIRST YEAR SEMINAR (3 credits)****PREREQUISITES:** NONE

The course focuses on the development and strengthening of academic skills, logical and critical thinking skills, identification of personality traits, attitudes and behaviors needed for academic success.

**CYIN-321 INTERCULTURAL DEVELOPMENT (6 credits)****PREREQUISITES:** CYGL- 220

The purpose of this course is to develop intercultural competence in undergraduate students. The student will explore the essential knowledge, skills, and attitudes necessary to communicate and interact effectively with diverse people from diverse or different cultures and national backgrounds. Also, the student will design and engage in a culminating intercultural experience.

**CYMA-125 MATHEMATICAL REASONING (3 credits)****PREREQUISITES:** None

Discussion of different applications to develop student skills in logical mathematical reasoning and quantitative analysis. Historical, philosophical, and developmental aspects of mathematics are considered to perceive its nature as a formal discipline. Elements of logic, set theory, numerical systems, consumer mathematics, probability, and data analysis are presented to facilitate the comprehension of the singularity of mathematics and its relationship with other disciplines. The course requires the preparation of a research project.

**CYNS-125 BIOLOGY AND CONTEMPORARY SOCIETY I (3 credits)****PREREQUISITES:** None

Basic biological concepts and research methodologies are studied, such as cellular organization, the cell, energy, continuity of life, and evolution. Biotechnology and other topics that illustrate the applicability and impact of biological knowledge in contemporary society are studied. Also discussed are the connections and relationships between biological concepts and knowledge in other disciplines such as physical sciences, medicine, technology, social sciences, and ethics. The course is not intended for students who are planning future studies in biology. The course requires a research project and a final essay explaining the findings.

**CYNS-126 BIOLOGY AND CONTEMPORARY SOCIETY II (3 credits)****PREREQUISITE:** CYNS-125

Basic biological concepts related to the functioning of the organs of the human body are studied. Also discussed are the connections and relationships between biological concepts and knowledge in other disciplines such as physical sciences, medicine, technology, social sciences, and ethics. Cases that illustrate the applicability and impact of biological knowledge in contemporary society are discussed. The course requires a research project and a final essay explaining the findings.

**CYNS-225 PHYSICAL SCIENCES I (3 credits)****PREREQUISITES:** None

The fundamental concepts of physics and chemistry are studied. Applications of science to everyday situations are studied. Emphasis is placed on the relationship between the physical sciences and other disciplines. The course requires a research project and a final essay explaining the findings.

**CYNS-226 PHYSICAL SCIENCES II (3 credits)****PREREQUISITES:** NSCI-225

The fundamental concepts of astronomy and earth sciences are studied. Applications of science to everyday situations are studied. Emphasis is placed on the relationship between the physical sciences and other disciplines. The course requires a research project and a final essay explaining the findings.

**CYPO-225 PORTUGUESE I (3 credits)****PREREQUISITES:** None

An introduction to the Portuguese language, with emphasis on language structure and communication. The course is completely in Portuguese and requires the student to communicate in Portuguese all the time. The course develops communication competence through practice of the four functional skills of the Portuguese language (aural comprehension, oral expression, reading, and writing expression). The course requires a research project.

**CYPO-226 PORTUGUESE II (3 credits)****PREREQUISITES:** CYNS-225

This is a continuation of PORT-225. The course is completely in Portuguese and requires the student to communicate in Portuguese all the time to consolidate and expand the knowledge acquired during the first term. The course develops communication competence through practice of the four functional skills of the Portuguese language (aural comprehension, oral expression, reading, and writing expression). Written communication is emphasized through the development of essays about articles and literary works. The course requires a research project.

**CYPS-300 FUNDAMENTS OF PSYCHOLOGY (3 credits)****PREREQUISITES:** None

Introduction to the historical and theoretical principles of psychology as a social and behavioral science.

**CYPS -301 THEORIES OF LEARNING (3 credits)****PREREQUISITES:** None

Review of the major historical schools of thought and approaches to the study of human learning, including behavioral, cognitive, and neuropsychological theories.

**CYPS -305 THEORIES OF PERSONALITY (3 credits)****PREREQUISITES:** None

This course reviews the major theoretical schools of thought and their applications to personality theory. Lectures will encompass psychoanalytic, socio-cultural, trait, learning, behavioral, existential, and humanist paradigms.

**CYPS -306 PSYTOPATHOLOGY (3 credits)****PREREQUISITES:** None

Theories, classifications, and research issues relevant to understanding human psychopathology, including clinical syndromes and theories of pathology.

**CYPS -307 EXPERIMENTAL PSYCHOLOGY (3 credits)****PREREQUISITES:** CYMA-125, CYPS-308

Experimental analysis of theories and literature pertaining to social influences on individual behavior and on family, group, and interpersonal dynamics. Readings, demonstrations on methodology, design implementation, and interpretations of research are studied.

**CYPS -308 STATISTICS FOR PSYCHOLOGY (3 credits)****PREREQUISITES:** CYMA- 125

This course introduces students to the basic concepts of statistics. Their importance and practical use will be studied by introducing methods and techniques used in the field of statistics. The course will reference the relationship of statistics with other disciplines and introduce the concepts of descriptive and inferential statistics. The limitations that can be found in such applications will also be referenced.

**PSYU-403 DEVELOPMENTAL PSYCHOLOGY (3 credits)****PREREQUISITES:** None

This human development course offers students the opportunity to understand the fundamental aspects of physical, cognitive, and psychological human development. Theories of study and/or research in this discipline will be discussed to emphasize the continuum of human life from conception to death.

**CYPS -408 PHYSIOLOGICAL PSYCHOLOGY (3 credits)****PREREQUISITES:** None

Introduction to the human nervous system, its subsystems, and the physiological bases of behavior.

**CYPS-443 PROFESSIONAL WRITING (3 credits)****PREREQUISITES:** None

This course introduces guidelines that will enable students to formulate professional-style papers according to current and widely accepted techniques in psychological literature, specifically the standards employed by the American Psychological Association (APA). Professional writing is a learned skill that requires study and practice to refine techniques that will allow the student to disseminate information in the form of research.

**ENGL-125 INTERDISCIPLINARY STUDIES IN LITERATURE I (3 credits)****PREREQUISITES:** None

This course integrates the study of several literary genres to develop reading, writing, and oral communication skills as well as critical thinking skills. A thematic approach is used to engage students in interdisciplinary discussions. Topics covered during the first term include gender equity and racial discrimination. The course requires the preparation of an annotated bibliography as part of a literature revision.

**ENGL-126 INTERDISCIPLINARY STUDIES IN LITERATURE II (3 credits)****PREREQUISITE:** ENGL-125

Several literary genres are studied to develop reading, writing, and oral communication skills, and critical thinking skills. A thematic approach is used to stimulate the participation of students in interdisciplinary discussions. Topics covered during the second term are “writing the journey” and migration. The course requires drafting a research essay based on the literature revision prepared during the first term.

**GLOB-220 CONTEMPORARY GLOBAL PROCESSES (3 credits)****PREREQUISITES:** None

The most important phenomena, transformations, and participants in the contemporary globalized world are studied. The main global developments in economics, politics, society, and culture are studied from an interdisciplinary and historical perspective using case study discussions and official documents, among other resources. The course requires a research project.

**HIST-120 PUERTO RICO AND THE WORLD (3 credits)****PREREQUISITES:** None

The development of Puerto Rican society is studied from the pre-Colombian period up to the 21<sup>st</sup> century. Special attention is paid to the diverse phases Puerto Rican society has gone through under the tutelage of Spain and the United States in the context of global historical processes. Students will obtain a basic, documented, understanding of the history of Puerto Rico and its connection to world history. The course requires a field research project.

**HUMA-225 INTRODUCTION TO HUMANITIES I (3 credits)****PREREQUISITES:** None

The course covers representative aspects of Western civilization and culture, taking into consideration its Oriental, Greek, Roman, and Medieval roots through the critical analysis of great literary, philosophical, artistic, and religious works. The course requires a field research project.

**IBSU -100 VIVE ALBIZU FIRST YEAR SEMINAR (3 credits)****PREREQUISITES:** NONE

The course focuses on the development and strengthening of academic skills, logical and critical thinking skills, identification of personality traits, attitudes and behaviors needed for academic success.

**INTE-321 INTERCULTURAL DEVELOPMENT (6 credits)****PREREQUISITES:** GLOB 220

The purpose of this course is to develop intercultural competence in undergraduate students. The student will explore the essential knowledge, skills, and attitudes necessary to communicate and interact effectively with diverse people from diverse or different cultures and national backgrounds. Also, the student will design and engage in a culminating intercultural experience.

**LTPR-460 CLINICAL PRACTICUM (3 credits)****PREREQUISITES:** BSLT-ALL Except-462, 475 (concurrent)

One hundred hours of supervised clinical practice, with emphasis in screening and intervention procedures for children with communication disorders in pre-school, school, and health care settings.

**MATH-125 MATHEMATICAL REASONING (3 credits)****PREREQUISITES:** None

Discussion of different applications to develop student skills in logical mathematical reasoning and quantitative analysis. Historical, philosophical, and developmental aspects of mathematics are considered to perceive its nature as a formal discipline. Elements of logic, set theory, numerical systems, consumer mathematics, probability, and data analysis are presented to facilitate the comprehension of the singularity of mathematics and its relationship with other disciplines. The course requires the preparation of a research project.

**NSCI-125 BIOLOGY AND CONTEMPORARY SOCIETY I (3 credits)****PREREQUISITES:** None

Basic biological concepts and research methodologies are studied, such as cellular organization, the cell, energy, continuity of life, and evolution. Biotechnology and other topics that illustrate the applicability and impact of biological knowledge in contemporary society are studied. Also discussed are the connections and relationships between biological concepts and knowledge in other disciplines such as physical sciences, medicine, technology, social sciences, and ethics. The course is not intended for students who are planning future studies in biology. The course requires a research project and a final essay explaining the findings.

**NSCI-126 BIOLOGY AND CONTEMPORARY SOCIETY II (3 credits)****PREREQUISITE:** NSCI-125

Basic biological concepts related to the functioning of the organs of the human body are studied. Also discussed are the connections and relationships between biological concepts and knowledge in other disciplines such as physical sciences, medicine, technology, social sciences, and ethics. Cases that illustrate

the applicability and impact of biological knowledge in contemporary society are discussed. The course requires a research project and a final essay explaining the findings.

**NSCI-225 PHYSICAL SCIENCES I (3 credits)**

**PREREQUISITES:** None

The fundamental concepts of physics and chemistry are studied. Applications of science to everyday situations are studied. Emphasis is placed on the relationship between the physical sciences and other disciplines. The course requires a research project and a final essay explaining the findings.

**NSCI-226 PHYSICAL SCIENCES II (3 credits)**

**PREREQUISITES:** NSCI-225

The fundamental concepts of astronomy and earth sciences are studied. Applications of science to everyday situations are studied. Emphasis is placed on the relationship between the physical sciences and other disciplines. The course requires a research project and a final essay explaining the findings.

**PORT-225 PORTUGUESE I (3 credits)**

**PREREQUISITES:** None

An introduction to the Portuguese language, with emphasis on language structure and communication. The course is completely in Portuguese and requires the student to communicate in Portuguese all the time. The course develops communication competence through practice of the four functional skills of the Portuguese language (aural comprehension, oral expression, reading, and writing expression). The course requires a research project.

**PORT-226 PORTUGUESE II (3 credits)**

**PREREQUISITES:** PORT-225

This is a continuation of PORT-225. The course is completely in Portuguese and requires the student to communicate in Portuguese all the time to consolidate and expand the knowledge acquired during the first term. The course develops communication competence through practice of the four functional skills of the Portuguese language (aural comprehension, oral expression, reading, and writing expression). Written communication is emphasized through the development of essays about articles and literary works. The course requires a research project.

**PSYU-300 FUNDAMENTS OF PSYCHOLOGY (3 credits)**

**PREREQUISITES:** None

Introduction to the historical and theoretical principles of psychology as a social and behavioral science.

**PSYU-301 THEORIES OF LEARNING (3 credits)**

**PREREQUISITES:** None

Review of the major historical schools of thought and approaches to the study of human learning, including behavioral, cognitive, and neuropsychological theories.

**PSYU-305 THEORIES OF PERSONALITY (3 credits)**

**PREREQUISITES:** None

This course reviews the major theoretical schools of thought and their applications to personality theory. Lectures will encompass psychoanalytic, socio-cultural, trait, learning, behavioral, existential, and humanist paradigms.

**PSYU-306 PSYCOPATHOLOGY (3 credits)****PREREQUISITES:** None

Theories, classifications, and research issues relevant to understanding human psychopathology, including clinical syndromes and theories of pathology.

**PSYU-307 EXPERIMENTAL PSYCHOLOGY (3 credits)****PREREQUISITES:** MATH 125, PSYU 308

Experimental analysis of the theories and literature pertaining to social influences on individual behavior and on family, group, and interpersonal dynamics. Readings, demonstrations on methodology, design implementation, and interpretations of research are studied.

**PSYU-308 STATISTICS FOR PSYCHOLOGY (3 credits)****PREREQUISITES:** MATH 125

This course introduces students to the basic concepts of statistics. Their importance and practical use will be studied by introducing methods and techniques used in the field of statistics. The course will reference the relationship of statistics with other disciplines and introduce the concepts of descriptive and inferential statistics. The limitations that can be found in such applications will also be referenced.

**PSYU-403 DEVELOPMENTAL PSYCHOLOGY (3 credits)****PREREQUISITES:** None

This human development course offers students the opportunity to understand the fundamental aspects of physical, cognitive, and psychological human development. Theories of study and/or research in this discipline will be discussed to emphasize the continuum of human life from conception to death.

**PSYU-408 PHYSIOLOGICAL PSYCHOLOGY (3 credits)****PREREQUISITES:** None

Introduction to the human nervous system, its subsystems, and the physiological bases of behavior.

**PSYU-411 INTERVIEW TECHNIQUES (3 credits)****PREREQUISITES:** None

Review of the types of and approaches to interviewing used in gathering information in psychology. Discussion of methodology and terminology will be explored.

**PSYU-413 PRINCIPLES OF BEHAVIOR MODIFICATION (3 credits)****PREREQUISITES:** None

Review of the basic principles, practices, and procedures of behavior theory and therapy, as well as their application to the improvement and remediation of maladaptive behaviors.

**PSYU-415 PSYCHOLOGICAL ASSESSMENT (3 credits) Elective****PREREQUISITES:** None

This course presents and discusses the principles, applications, and controversies involved in psychological measurement. The most often used psychological measurement instruments will be described and analyzed, emphasizing the instrument's conceptual framework. Legal, ethical, and social controversies involving psychological measurement will be examined. Special attention will be given to the development and present status of psychological testing in Puerto Rico and with Hispanic populations.



**PSYU-431 INTRODUCTION TO HEALTH PSYCHOLOGY (3 credits)****PREREQUISITES:** None

A survey of applied psychology in the medical field. Includes stress and disease etiology, psychosomatics, health benefits from a multicultural viewpoint, adherence to therapeutic regimes, emotional adjustments to illness, and rehabilitation.

**PSYU-439 INTRODUCTION TO NEUROPSYCHOLOGY (3 credits)****PREREQUISITES:** PSYU 408

Students are introduced to the field of neuropsychology. Neuroanatomy, structure, and function are reviewed. Emphasis is on the higher cortical functions.

**PSYU-440 INTRODUCTION TO CRISIS INTERVENTION (3 credits)****PREREQUISITES:** PSYU 300, PSYU 301, PSYU 305, PSYU 306

An examination of the various types of crises and the effect upon the individual. Coping skills and therapeutic approaches are discussed. Areas addressed include PTSD, chemical dependency, and sexual assault, among others.

**PSYU-443 PROFESSIONAL WRITING COMPENDIUM (3 credits)****PREREQUISITES:** None

This course introduces guidelines that will enable students to formulate professional-style papers according to current and widely accepted techniques in psychological literature, specifically the standards employed by the American Psychological Association (APA). Professional writing is a learned skill that requires study and practice to refine techniques that will allow the student to disseminate information in the form of research.

**PSYU-444 PRE-PRACTICUM IN PSYCHOLOGY (3 credits)****PREREQUISITES:** PSYU 411, PSYU 440

The pre-clinical practicum enables undergraduate psychology students to gain the essential skills needed to conduct effective interviews with clients in professional health settings. The pre-practicum merges theoretical knowledge with skills practice to develop in students a strong and comprehensive foundation in the field of psychology. This will serve as a basis for those who intend to pursue further studies at the graduate level. Textbook readings provide the theoretical foundations of the interview while practice in the professional setting serves as an experiential laboratory for students not only to learn and implement interviewing skills but to learn about their own behaviors and interactions in a professional setting. Reflections are discussed in class so that students gain insight into their progress in the practicum, their strengths and the areas that require further development, as well as their future plans in the field. Monthly hour reports and evaluations (formative and summative) are implemented as part of the practicum assessment.

**SEMI-424 SEMINAR ON INTERDISCIPLINARY RESEARCH I (3 credits)****PREREQUISITES:** MATH 125

This is the first part of the Interdisciplinary Research Seminar, which is a capstone seminar taken during the last year of studies. The main goal of the seminar is to develop research competencies within an interdisciplinary approach that presumes the integration of the theoretical and methodological perspectives of two or more disciplines. The course requires the preparation of an interdisciplinary research proposal for either an individual or collaborative project.

**SEMI-426 SEMINAR ON INTERDISCIPLINARY RESEARCH II (3 credits)****PREREQUISITE:** PSYU-300 PSYU-301 PSYU-305 PSYU-306

This is the second part of the Seminar on Interdisciplinary Research, which is a capstone seminar taken during the last year of studies. The main goal of the seminar is to develop research competencies within an interdisciplinary approach that presumes the integration of the theoretical and methodological perspectives of two or more disciplines. During this part of the seminar, theoretical and methodological problems as well as different thinking and research models related to interdisciplinary research are discussed. The course requires the completion of a publication-quality research paper based on the proposal presented in SEMI-425.

**SPAN-125 LANGUAGE AND LITERATURE I (3 credits)****PREREQUISITES:** None

The literary genres of essay, theater, and poetry are studied. Literature is integral to the development of oral and written communication skills. A historical and chronological perspective on the genres studied contributes to reflections on the crucial situations and concerns of humans and their relationship with the world. The course requires a final essay.

**SPAN-126 LANGUAGE AND LITERATURE II (3 credits)****PREREQUISITE:** SPAN-125

The literary genres of short stories, novels, and chronicles are studied. Literature is integral to the development of oral and written communication skills. A historical and chronological perspective on the genres studied contributes to reflections on the crucial situations and concerns of humans and their relationship with the world. The course requires a final essay.

**SSCI-125 THEORY AND METHODOLOGIES OF SOCIAL SCIENCES I (3 credits)****PREREQUISITES:** None

Discussion of fundamental topics related to the development of the theories and diverse methodologies that form the intellectual repository of the history of the social sciences. The course offers a wide and comprehensive look at the development of scientific knowledge and finally at the social and human sciences of the second half of the 19<sup>th</sup> century and the first half of the 20<sup>th</sup> century. The course requires a research project.

**SSCI-126 THEORY AND METHODOLOGIES OF SOCIAL SCIENCES II (3 credits)****PREREQUISITE:** SSCI-125

Fundamental topics related to the development of the theories and diverse methodologies that form the intellectual repository of the history of the social sciences are discussed, along with topics of social organization, economics, and politics of human beings. Diverse conceptions of power (especially power in modern times) and the development of the modern state are emphasized. Also discussed are topics related to the concept of capitalism as a way of life and production method, as well as the phenomena of poverty, inequality, and exploitation. The characteristics of the globalization process are explored. The course requires a research project.

## MASTER'S PROGRAMS (GENERAL INFORMATION)

*Note: Applications for admission to the M.S. in Clinical Psychology are not being accepted at the present time. Upon completion of the corresponding academic and practicum requirements, students admitted to one of the clinical doctorate programs (Ph.D. or Psy.D.) may request an M.S. degree while continuing as an active doctoral student. Applicants seeking admission to the master's programs in Industrial/Organizational Psychology, Speech and Language Pathology, Counseling Psychology, School Psychology or Autism and Other Neurodevelopmental Disorders must comply with the procedures and requirements described herein.*

### ADMISSION REQUIREMENTS AND PROCEDURES

Specific information on the admission requirements and procedures for each M.S. program can be found in the individual program sections of this catalog.

### GENERAL REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE

1. A grade point average (GPA) of 3.00 or higher on a 4.00 scale.
2. Completion of a minimum of one year of full-time residency in the program.
3. Satisfactory completion of all required academic courses.
4. Satisfactory completion of the required hours of practicum.
5. As per August 2017 requirements, no grades of "C" or lower in concentration courses and a maximum of two grades of "C" in foundation and/or elective courses for the M.S. in Industrial Organizational Psychology program; and no grades of "C" or lower in any concentration, foundation, and/or elective course for the M.S. in Speech and Language Pathology, M.S. in Counseling Psychology, M.S. in School Psychology and M.S. in Autism and Other Neurodevelopmental Disorders programs.
6. Demonstrated competence in writing skills and in the APA style for publications.
7. Good standing in the program, i.e., no disciplinary action pending or academic or practicum probation.
8. Recommendation from the program faculty for the master's degree; students seeking this degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Procedure s Manual*.

### CURRICULAR REQUIREMENTS

Please see the Program's section for specific information on curricular requirements.

### MASTER'S COMPREHENSIVE EXAMINATIONS (As amended in May 2020)

It is mandatory for students whose master level programs require a comprehensive or degree examination to register to take the Comprehensive Examination after he/she has approved the courses required by his/her academic program. The student is also required to comply with the following:

1. satisfactory completion of the required master level academic courses

2. overall GPA of 3.00
3. good standing
4. grades of "B" or above in all cores (foundation) courses, required by the academic program

Students who take the exam must be registered during the session in which they schedule their examination. After successfully completing the Comprehensive Examination and completing all the master's degree requirements, the students may apply to receive an M.S. degree.

To successfully complete the written comprehensive exams, students must pass all parts of the exams. The number of attempts allowable is four (4). Please see the respective program director for the Master Comprehensive Exams Outline for further information.

Specific requirements can be found under each academic program.

### **TIME LIMIT**

Every candidate for the Master of Science degree must complete the degree requirements within a period of four years from the date of registration for the anticipated degree. A one-year extension may be obtained upon the recommendation of the Chancellor and approval of the President. Under no circumstances will a degree extension petition of more than one year be granted.

### **STUDENT EVALUATIONS**

Student evaluations are conducted by the faculty at the end of the Spring, Summer, and Fall terms. For more information, please refer to the Satisfactory Academic Progress Policy section of this catalog.

### **RESIDENCY REQUIREMENT**

Full-time residency of at least one year is required for all master's program students.

### **INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY PRACTICUM**

Students in the Industrial/Organizational Psychology program are required to complete at least 500 hours of supervised practicum. In practice IOMO-611, 613, 614, and 617, students are exposed to self-knowledge exercises, practice training, consultation techniques, and current topics in the discipline. In practice IOMO-615 and 616, students choose a public or private organization and are involved in human resources or organizational projects under the supervision of Albizu faculty and an agency-designated supervisor.

### **SPEECH AND LANGUAGE PATHOLOGY PRACTICUM**

Students in the Speech and Language Pathology program are required to complete two advanced clinical practicums in a designated clinical setting (Albizu Clinic and other affiliated facilities). Clinical Practicum I (PRSP 656) requires a minimum of 150 hours of supervised direct client/patient contact in the clinical practice of speech-language pathology. Clinical Practicum II (PRSP 657) requires a minimum of 155 hours of supervised direct client/patient contact. The total clinical practicum hours should not be less than 400, in accordance with the guidelines outlined by the American Speech-Language-Hearing Association (ASHA).

## **SPEECH AND LANGUAGE PATHOLOGY MASTER'S THESIS**

Master of Science in Speech and Language Pathology candidates who choose to complete a thesis for their master's degree must demonstrate a professional and scholarly sophistication in a topic related to their area of interest in the discipline.

The master's thesis committee serves to advise the student and evaluate the thesis. The committee consists of a chair, who in most cases is also the student's Albizu faculty advisor, and one other member. With the consent of the Chancellor and Program Director, the chair may be a renowned scientist from another institution. In any case, at least one of the committee members must be an Albizu doctoral faculty member. The Chancellor would need to approve any exemption to this requirement.

The master's thesis process includes a formal written proposal, an oral proposal colloquium, a written thesis, and an oral thesis defense. In addition, a pdf of the final written thesis (one for the SJCor MUC Library, one for the Miami Campus, one for each committee member, and one for the student's personal library) is required. Details of the format for the written thesis are given in the *master's Thesis Handbook*.

To support the master's thesis process, students are required to enroll for a minimum of three academic terms of thesis research, including the terms in which the proposal colloquium and the thesis defense are presented. For further information, see the *master's Thesis Handbook*. All students enrolled in master's thesis activities are considered full-time.

A discussion of ethical issues is essential for every thesis involving collecting data, case study, program design, program evaluation, and test development or translation. Students should not conduct any study that involves human subjects, even for pilot studies, without prior approval of their academic directors or the Director of the Research Training Program. After an academic director has approved the proposal, review, and approval by the Institutional Review Board (IRB) is required (except where no data at all is to be collected). Students are expected to follow all procedures and deadlines set by the IRB and to be thoroughly familiar with IRB requirements. If, after IRB review and approval, any Committee Member has concerns about ethics or the pilot study, the president and/or administrator of the IRB should be consulted.

To complete the thesis process, a signed pdf of the final thesis must be submitted to the SJCor MUC Library before the end of the term in which the thesis defense took place. If the student fails to submit the bound and signed thesis by the required date, the student will not be considered for graduation. The Certification of Degree and diploma will be held until the thesis process is completed.

## **MASTER OF SCIENCE IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**

### **MISSION**

The mission of the Master of Science in Industrial/Organizational Psychology (I/O Psychology) program at Albizu University, San Juan Campus, and Mayagüez University Center, is to provide excellent training in industrial/organizational psychology that integrates theory and practice and that contributes to enhanced human performance and quality of life in organizational contexts.

### **TRAINING MODEL**

The program follows the scientist-practitioner model, training professionals who produce knowledge through scientific research and base their interventions on this scientific evidence.

### **PROGRAM OBJECTIVES**

The program has the following objectives for student learning:

1. Demonstrate knowledge of the basic areas of psychology: biological; cognitive; affective; social; developmental; historical; ethical; and legal-bases of human behavior.
2. Apply research skills to the study of work issues in industrial/organizational psychology.
3. Demonstrate knowledge and skills in the basic areas of human behavior in work settings: motivation, organizational theory, performance evaluation, individual differences, and the design, implementation, and assessment of psychological interventions in the selection, training, and development of human resources.
4. Perform psychological assessments in organizational settings.
5. Examine and evaluate the basic principles of psychological tests.
6. Demonstrate knowledge of the main theories of organizational psychology and the process of organizational consultation.
7. Apply models of organizational development in different organizational settings.
8. Demonstrate knowledge of how different variables affect human behavior in organizational contexts.
9. Use critical thinking skills to read or review industrial/organizational psychology literature.
10. Recognize ethical issues in the practice of industrial/organizational psychology.
11. Develop a positive attitude towards introspection and feedback as a manner of personal and professional growth.
12. Apply adult learning/andragogical knowledge and skills in the development of seminars and workshops.

## PROGRAM COMPETENCIES

Students will develop the following competencies through the program:

1. Knowledge, skills, and sensitivity regarding human diversity associated with culture, national origin, gender, socioeconomic status, sexual orientation, religion, age, and physical condition.
2. Theoretical and practical knowledge of the foundations of psychology and industrial and organizational psychology as scientific disciplines.
3. Mastery of the theories and application of psychological influences in organization behavior.
4. Mastery of the theories and application of organization development and human performance models, taking into consideration the social and cultural variables that influence each organizational context.
5. Knowledge of a variety of approaches regarding organizational processes and how they affect human behavior.
6. Attitudes that promote the acceptance of feedback concerning his or her skills as a facilitator, consultant, and trainer of human resources.
7. Ability to integrate professional ethical and legal standards into his or her professional demeanor.
8. Recognition of the importance of lifelong learning and of maintaining a reflexive and analytical attitude toward theoretical, applied, and professional issues.
9. Ability to locate, identify, access, retrieve, assess, organize, and use information pertinent to the discipline.

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documents

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having completed a bachelor's degree in a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average** of 3.00 on a 4.00 scale.
3. **Official transcripts** from *all* previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*
4. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official recommendation form.*

Spanish version:

<https://www.albizu.edu/wp-content/uploads/2020/06/CARTA-DE-RECOMENDACION-EN-ESPA%C3%91OL-SJU-Rev.2019.pdf>

English version:

[https://www.albizu.edu/wp-content/uploads/dlm\\_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf](https://www.albizu.edu/wp-content/uploads/dlm_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf)

5. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
6. An original **Health Certificate**, no more than one year old.
7. Proof of **Hepatitis-B vaccination**.
8. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
9. Results of an **interview with program faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the M.S. in I/O Psychology program faculty.
10. A **Statement of Purpose**, written at the time of the interview (for those candidates invited for an interview). The statement of purpose serves to verify the candidate's interest in the M.S. in I/O Psychology program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.
11. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <https://www.albizu.edu/international-students/>
12. **Any additional documents** that may be required by the M.S. in I/O Psychology program at a future date, as specified at the time of application to the program.

The program reserves the right to admit candidates with exceptional characteristics.

### Admission Procedures

1. Candidates must submit all required documents by the established deadline.
2. The Admissions Committee will prepare an initial evaluation for every applicant and will assign a preliminary score to each one based on the criteria and relative values established by the M.S. in I/O Psychology program. Candidates who qualify will receive an invitation for an interview with program faculty.
3. Selected applicants will be informed of the place, time, and day of the interview.
4. The Admissions Committee will complete the evaluation process of each candidate who has been interviewed and assign a final score based on the criteria and relative values established by the program.



5. A letter of notification with the determination of the Admissions Committee will be sent to each applicant.

## **IDENTITY VERIFICATION**

All admitted students are required to present a current ID card for identity verification purposes.

## **REQUIREMENTS FOR THE M.S. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY DEGREE**

1. A cumulative grade point average (CGPA) of 3.00 or higher on a 4.00 scale
2. Completion of a minimum of one year of full-time residency in the program
3. Satisfactory completion of 58 credits
4. Satisfactory completion of at least 500 hours of practicum
5. Grades of "B" or higher in concentration courses and a maximum of two grades of "C" in foundation courses
6. No more than one (1) NP, W, or AW in any seminar, laboratory, or practicum
7. Satisfactory completion of the Comprehensive Examination with no more than three (3) NPs
8. Satisfactory completion of the SEMM 556 APA writing style and written communication skills
9. Approval of all comprehensive examinations
10. Fulfillment of all institutional obligations
11. Good standing in the program, i.e., no disciplinary action pending or academic or practicum probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again
12. Recommendation from the program faculty for the master's degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*

**M.S. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY  
CURRICULAR REQUIREMENTS  
(Effective for students admitted between Fall 2015 and Summer 2019)**

*Please refer to the Tuition and Fees section of this catalog for costs associated with credits, laboratories, and practices.*

|   |                         |
|---|-------------------------|
| <b>AREA I. Foundation Courses</b> .....   | 27 credits              |
| PHCP-500 Theories of Learning and Motivation .....  | 3 credits               |
| IOPC-505 Ethics and Professional Conduct .....  | 3 credits               |
| PHCP-661 Social Psychology with Emphasis on Puerto Rico .....   | 3 credits               |
| PSYF-628 Neuroscience Approach to Cognitive and Affective<br>Aspects of Behavior .....  | 3 credits               |
| PSYF-540 Life Span Human Development .....  | 3 credits               |
| IOPC-568 Applied Inferential Statistics .....   | 3 credits               |
| IOPL-568 Applied Inferential Statistics (LAB) .....   | 0 credits               |
| IOPC-569 Research Methods in I/O Psychology .....   | 3 credits               |
| IOPC-588 Theory of Tests and Test Construction .....  | 3 credits               |
| IOPC-570 Comparative Theories of Personality .....  | 3 credits               |
| <b>AREA II. Concentration Courses</b> .....   | 30 credits              |
| IOPC-573 Group Interaction and Decision-Making .....  | 3 credits               |
| IOPC-574 Personnel Psychology .....   | 3 credits               |
| IOPC-575 Organizational Behavior .....  | 3 credits               |
| IOPC-651 Diagnosis, Change, and Organizational Development .....  | 3 credits               |
| IOPC-678 Psychosocial Aspects of Health in Organizations .....  | 3 credits               |
| IOPC-679 Labor Law .....  | 3 credits               |
| IOPC-681 Positive Occupational Health Psychology .....  | 3 credits               |
| IOPC-683 Psychological Assessment Techniques in the Organization .....  | 3 credits               |
| IOPL-683 Psychological Assessment Techniques in the Organization (LAB) .....  | 0 credits               |
| IOPC-698 Theory and Methods of Training Workshops .....   | 3 credits               |
| IOPC-610 Leadership in Organizations .....  | 3 credits               |
| <b>AREA III. Practicums</b>   |                         |
| I/O Practicums: Practicum I (IOMO-611), Practicum II (IOMO-613, IOMO-614),<br>Practicum III (IOMO-615), Practicum IV (IOMO-616), IOMO-617 ..... | 0 credits               |
| <b>AREA IV. Seminars</b>  |                         |
| SEMM-531 APA Writing Style .....  | 0 credits               |
| SEMM-545 Written and Oral Communication Skills in Psychology .....  | 0 credits               |
| <b>AREA V. CPIO-670 Capstone Project</b> .....  | 0 credits               |
| <b>Total Academic Credits</b> .....   | 57 credits              |
| <b>Total Practicum Credits</b> .....  | 16 credits (equivalent) |

**M.S. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY  
CURRICULAR SEQUENCE  
(Effective for students admitted between Fall 2015 and Summer 2019)**

| <b>FALL - FIRST YEAR</b> |  |                      |                |
|--------------------------|--|----------------------|----------------|
| <b>Code</b>              | <b>Course Title</b>  | <b>Prerequisites</b> | <b>Credits</b> |
| IOPC-505                 | Ethics and Professional Conduct                                  | None                 | 3              |
| IOPC-574                 | Personnel Psychology   | None                 | 3              |
| PHCP-500                 | Theories of Learning and Motivation                              | None                 | 3              |
| IOPC-568                 | Applied Inferential Statistics                                   | None                 | 3              |
| IOPL-568                 | Applied Inferential Statistics (LAB) (concurrent with IOPC-568)  | None                 | 0              |
| IOMO-611                 | Industrial/Organizational Practicum I (concurrent with IOPC-574) | None                 | 0              |
| SEMM-531                 | APA Writing Style Seminar  | None                 | 0              |

| <b>SPRING - FIRST YEAR</b> |   |                              |                |
|----------------------------|---|------------------------------|----------------|
| <b>Code</b>                | <b>Course Title</b>   | <b>Prerequisites</b>         | <b>Credits</b> |
| IOPC-569                   | Research Methods in I/O Psychology  | IOPC-568, IOPL-568           | 3              |
| IOPC-573                   | Group Interaction and Decision-Making                                     | IOPC-574                     | 3              |
| IOPC-575                   | Organizational Behavior   | IOPC-574                     | 3              |
| IOPC-588                   | Theory of Tests and Test Construction                                     | IOPC-568, IOPL-568           | 3              |
| IOMO-613                   | Industrial/Organizational Practicum II (concurrent with IOPC-573 and 575) | IOPC-505, IOMO-611           | 0              |
| IOMO-614                   | Foundations of Consulting Practice in I/O Psychology                      | IOPC-574, IOPC-505, IOMO-611 | 0              |
| SEMM-545                   | Written and Oral Communication Skills in Psychology                       | None                         | 0              |

| <b>SUMMER - FIRST YEAR</b> |  |                      |                |
|----------------------------|--|----------------------|----------------|
| <b>Code</b>                | <b>Course Title</b>  | <b>Prerequisites</b> | <b>Credits</b> |
| PSYF-540                   | Life Span Human Development  | None                 | 3              |
| PSYF-628                   | Neuroscience Approach to Cognitive and Affective Aspects of Behavior | None                 | 3              |

| <b>FALL - FIRST YEAR</b> |  |  |                |
|--------------------------|--|--|----------------|
| <b>Code</b>              | <b>Course Title</b>  | <b>Prerequisites</b>   | <b>Credits</b> |
| IOPC-570                 | Comparative Theories of Personality  | None   | 3              |
| IOPC-698                 | Theory and Methods of Training Workshops   | IOPC-574   | 3              |
| IOPC-651                 | Diagnosis, Change, and Organization Development  | IOPC-573, IOPC-575   | 3              |
| IOPC-683                 | Psychological Assessment Techniques in the Organization                                  | IOPC-574, IOPC-588   | 3              |
| IOPL-683                 | Psychological Assessment Techniques in the Organization (LAB) (concurrent with IOPC-683) | IOPC-574, IOPC-588   | 0              |
| IOMO-615                 | Industrial/Organizational Practicum III  | IOPC-505, IOPC-574, IOPC-573, IOPC-575, IOPC-588, IOMO-611, IOMO-613, IOMO-614 | 0              |

| FALL - FIRST YEAR   |  |  |         |
|---------------------|--|--|---------|
| SPRING - FIRST YEAR |  |  |         |
| Code                | Course Title   | Prerequisites  | Credits |
| IOPC-678            | Psychosocial Aspects of Health in Organizations        | IOPC-575   | 3       |
| IOPC-679            | Labor Law  | IOPC-574   | 3       |
| IOMO-617            | Current Topics in Industrial/Organizational Psychology | IOPC-698, IOPC-574, IOPC-573, IOPC-575, IOPC-651   | 0       |
| IOMO-616            | Industrial/Organizational Practicum IV                 | IOMO-615   | 0       |
| PHCP-661            | Social Psychology with Emphasis on Puerto Rico         | None   | 3       |
| CPIO-670            | Capstone Project                                       | IOPC-505, IOPC-574, IOPC-573, IOPC-575, IOPC-569, IOPC-588, IOPC-698, IOPC-651, IOMO-611, IOMO-613, IOMO-614, IOMO-615 | 0       |

| SUMMER - FIRST YEAR |   |                    |         |
|---------------------|---|--------------------|---------|
| Code                | Course Title                            | Prerequisites      | Credits |
| IOPC-681            | Positive Occupational Health Psychology | IOPC-678           | 3       |
| IOPC-610            | Leadership in Organizations             | IOPC-573, IOPC-575 | 3       |

**M.S. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**  
**CURRICULAR REQUIREMENTS**  
**(Effective Fall 2019)**

*Please refer to the Tuition and Fees section of this catalog for costs associated with credits, laboratories, and practices.*

|  |            |
|--|------------|
| <b>AREA I. Foundation Courses</b> .....  | 21 credits |
| IOPC-501 Ethics and Professional Conduct .....   | 2 credits  |
| IOPC-568 Applied Inferential Statistics .....  | 3 credits  |
| IOPL-568 Applied Inferential Statistics - LAB (concurrent with IOPC-568) .....                               | 1 credit   |
| PSYF-588 Theory of Tests and Test Construction .....   | 3 credits  |
| PSYF-502 Life Span Human Development .....   | 2 credits  |
| PSYF-628 Neuroscience Approach to Cognitive and Affective Aspects<br>of Behavior .....                       | 3 credits  |
| IOPC-685 General Models in Psychology.....   | 3 credits  |
| PSYF-503 Theories of Learning and Motivation.....  | 2 credits  |
| PSYF-630 Social Aspects of Behavior .....  | 2 credits  |
| <br><b>AREA II. Concentration Courses</b> .....  | 32 credits |
| IOPC 569 Research Methods in I/O Psychology .....  | 3 credits  |
| IOPC-573 Group Interaction and Decision-Making .....   | 3 credits  |
| IOPC-574 Personnel Psychology .....  | 3 credits  |
| IOPC-575 Organizational Behavior.....  | 3 credits  |
| IOPC-610 Leadership in Organizations .....   | 3 credits  |
| IOPC-651 Diagnosis, Change, and Organizational Development.....  | 3 credits  |
| IOPC-678 Psychosocial Aspects of Health in Organizations .....   | 3 credits  |
| IOPC-669 Labor Law.....  | 2 credits  |
| IOPC-681 Positive Occupational Health Psychology .....   | 3 credits  |
| IOPC-684 Psychological Assessment Techniques in the Organization.....  | 2 credits  |
| IOPL-684 Psychological Assessment Techniques in the Org. (LAB).....  | 1 credits  |
| IOPC-698 Theory and Methods of Training Workshops.....   | 3 credits  |
| <br><b>AREA III. Practicums</b>  |            |
| I/O Practicums: Practicum I (IOMO-611), Practicum II (IOMO-625),<br>Practicum III (IOMO-626), IOMO-614 ..... | 4 credits  |
| <br><b>AREA IV. Seminars</b> 1 credit)   |            |
| SEMM-556 APA writing style and written communication skills .....  | 1 credit   |
| <br><b>AREA V. Exams</b> .....   | 0 credit   |
| MSIO-605 Comprehensive Examination .....   | 0 credit   |
| MSIO-606 Comprehensive Examination .....   | 0 credit   |
| <br>Total Academic Credits.....  | 58 credits |

**M.S. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**  
**CURRICULAR SEQUENCE**  
**(Effective Fall 2019)**

| FIRST SESSION YEAR |  |               |         |
|--------------------|--|---------------|---------|
| Code               | Course Title   | Prerequisites | Credits |
| IOPC 501           | Ethics and Professional Conduct  |               | 2       |
| IOPC 574           | Personnel Psychology   |               | 3       |
| IOPC 568           | Applied Inferential Statistics<br>(concurrent with IOPL-568)                     |               | 3       |
| IOPL 568           | Applied Inferential Statistics (LAB)<br>(concurrent with IOPC-568)               |               | 1       |
| IOMO 611           | Industrial/Organizational Practicum I (concurrent<br>with IOPC 574 and IOPC 501) |               | 1       |
| SEMM 556           | APA writing style and written communication skills                               |               | 1       |

| SECOND SESSION FIRST YEAR |  |                                   |         |
|---------------------------|--|-----------------------------------|---------|
| Code                      | Course Title   | Prerequisites                     | Credits |
| IOPC 698                  | Theory and Methods of Training Workshops             |                                   | 3       |
| IOPC 573                  | Group Interaction and Decision-Making                |                                   | 3       |
| IOPC 575                  | Organizational Behavior                              |                                   | 3       |
| PSYF 588                  | Theory of Tests and Test Construction                | IOPC 568 &<br>IOPL<br>568         | 3       |
| IOMO 614                  | Foundations of Consulting Practice in I/O Psychology | IOPC 501<br>IOPC 574,<br>IOMO 611 | 1       |

| THIRD SESSION FIRST YEAR |   |               |         |
|--------------------------|---|---------------|---------|
| Code                     | Course Title  | Prerequisites | Credits |
| PSYF 502                 | Life Span Human Development   |               | 2       |
| PSYF 628                 | Neuroscience Approach to Cognitive and Affective<br>Aspects of Behavior |               | 3       |

| FIRST SESSION SECOND YEAR |   |               |         |
|---------------------------|---|---------------|---------|
| Code                      | Course Title                                    | Prerequisites | Credits |
| IOPC 651                  | Diagnosis, Change, and Organization Development | IOPC 575      | 3       |
| IOPC 685                  | General Models in Psychology                    |               | 3       |
| IOPC 669                  | Labor Law                                       |               | 2       |
| PSYF 503                  | Theories of Learning and Motivation             |               | 2       |
| PSYF 630                  | Social Aspects of Behavior                      |               | 2       |

|          |  |   |   |
|----------|--|---|---|
| IOMO 625 | Industrial/Organizational Practicum II | IOPC 501, IOPC 574, IOPC 573, PSYF 588, IOPC 575, IOPC 698, IOMO611, IOMO 614 | 1 |
|----------|--|---|---|

| SECOND SESSION SECOND YEAR |  |  |         |
|----------------------------|--|--|---------|
| Code                       | Course Title   | Prerequisites  | Credits |
| IOPC 684                   | Psychological Assessment Techniques in the Organization                                  | PSYF 588<br>IOPC 574   | 2       |
| IOPL 684                   | Psychological Assessment Techniques in the Organization (LAB) (concurrent with IOPC-682) | PSYF 588<br>IOPC 574   | 1       |
| IOPC 678                   | Psychosocial Aspects of Health in Organizations  | IOPC 575   | 3       |
| IOPC 569                   | Research Methods in I/O Psychology   | IOPC 568 &<br>IOPL568,<br>PSYF 588   | 3       |
| IOMO 626                   | Industrial/Organizational Practicum III  | IOMO 625   | 1       |
| MSIO 605                   | Comprehensive Examination  | IOPC 501, IOPC 568, IOPL 568, PSYF 588, IOPC 685, PSYF 628, PSYF 503, PSYF 540, PSYF 630, PSYF 502 |         |
| MSIO 606                   | Comprehensive Examination  | IOPC 574, IOPC 573, IOPC 669, IOMO 611, IOPC 698, IOPC 573, IOPC 575, IOMO 614, IOPC 651,          |         |

| THIRD SESSION SECOND YEAR |   |               |         |
|---------------------------|---|---------------|---------|
| Code                      | Course Title                            | Prerequisites | Credits |
| IOPC 681                  | Positive Occupational Health Psychology |               | 3       |
| IOPC 610                  | Leadership in Organizations             |               | 3       |



**M.S. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY  
COURSE DESCRIPTIONS**

**IOMO-611 INDUSTRIAL/ORGANIZATIONAL PRACTICUM I (1 credit)**

**PREREQUISITES:** None

The aim of this module is the study of topics such as professionalism in business, human relations in workplace settings, and other general competencies pertinent to the role of I/O Psychologists. Students will study the importance of self-care, recovery activities, and time management. They will have the opportunity to learn how to develop presentation designs effectively. Topics such as project management, management skills, effective delegation, supervision and follow-up, and technology management in I/O Psychology will be studied.

**IOMO-614 FOUNDATIONS OF CONSULTING PRACTICE IN I/O PSYCHOLOGY (1 credit)**

**PREREQUISITES:** IOPC-501, IOPC-574, IOMO-611

Discussion of strategies and techniques in the practice of professional consultation in industrial/organizational psychology. Theoretical aspects will be discussed, and practical exercises will be conducted to develop student competencies in such techniques. A minimum of 50 external consulting experiences are required to approve this practice.

**IOMO-625 & 626 INDUSTRIAL/ORGANIZATIONAL PRACTICUM II & III (1 credit each)**

**PREREQUISITES for IOMO-615:** IOMO-611, IOMO-614, IOPC-501, IOPC-573, IOPC-574, IOPC-575, PSYF-588, IOPC -698,

**PREREQUISITE for IOMO-616:** IOMO-615

The main objective of the practicum experience is to enable students to integrate theoretical knowledge with the realities confronted by practitioners. Through placements in different workplace settings, students develop skills in performing the multiple tasks and roles of industrial/organizational psychologists.

**IOPC-501 ETHICS AND PROFESSIONAL CONDUCT (2 credits)**

**PREREQUISITES:** None

The course introduces topics related to ethical issues, legal issues and professional conduct associated to the practice of industrial and organizational psychology. Analysis of value conflicts (including those that may reflect different cultural orientations), decision-making, maintenance of high professional standards, confidentiality, and standards for human research are among the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and license requirements, will also be discussed.

**IOPC-568 APPLIED INFERENTIAL STATISTICS (3 credits)**

**PREREQUISITE:** None **COREQUISITE:** IOPL-568

The course offers an introduction to inferential statistics in the context of psychological research. Students learn about appropriate parametric and non-parametric tests for different research designs and types of data collected. The topics covered include hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, the t distribution, Chi square and the U test, correlational analysis, simple and multiple regression, mediation, and moderation analysis, among others. A concurrent statistics lab will be required.

**IOPC-569 RESEARCH METHODS IN I/O PSYCHOLOGY (3 credits)**

**PREREQUISITES:** IOPC-568, IOPL-568, PYSF - 588

This course examines the primary research techniques used in industrial/organizational psychology. The theoretical aspects of each technique will be discussed, and student competencies will be developed through practical exercises.

**IOPC-573 GROUP INTERACTION AND DECISION-MAKING (3 credits)****PREREQUISITE:** None

A socio-psychological approach to the study of group interaction and processes. The relevance of group formation and development, social norms, role structure, conflict, and decision-making will be considered as they apply to organizational groups.

**IOPC-574 PERSONNEL PSYCHOLOGY (3 credits)****PREREQUISITES:** None

Traditional and contemporary methods and procedures are analyzed in the following areas: human resource planning, job analysis, personnel recruitment and selection, job performance evaluation, organizational socialization, and job termination. Special consideration will be given to ethical and legal aspects in personnel psychology and the role of industrial/organizational psychology in the aforementioned areas.

**IOPC-575 ORGANIZATIONAL BEHAVIOR (3 credits)****PREREQUISITES:** None

Discussion and analysis of the most important theories, models, and techniques used to study human behavior in organizational settings. The historical development of the discipline is presented and analyzed in a critical manner. Individual and group behavior theories in organizations are discussed and analyzed using a holistic approach.

**IOPC-588 THEORY OF TESTS AND TEST CONSTRUCTION (3 credits)****PREREQUISITES:** IOPC-568, IOPL-568

This course presents the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales. Students will apply knowledge from the course to construct their own assessment instruments.

**IOPC-610 LEADERSHIP IN ORGANIZATIONS (3 credits)****PREREQUISITES:** None

This course focuses on leadership development and the analysis of leadership processes in the organizational environment, enabling students to develop the skills necessary to conduct effective interventions as organizational leaders. The main concepts and theories on this subject are discussed. Similarities and differences between the roles of supervisor, manager, and leader are discussed, establishing the basic characteristics of leadership in the workplace. The current and future challenges of leadership in organizations are evaluated according to current socioeconomic circumstances and future projections. The course concludes with an analysis of several controversies in the field, such as cross-cultural manifestations in organizational leadership as shown through current sexual and gender research findings in Puerto Rico.

**IOPC-651 DIAGNOSIS, CHANGE, AND ORGANIZATIONAL DEVELOPMENT (3 credits)****PREREQUISITES:** IOPC-575

Students develop the basic competencies needed to engage in the diagnosis of organizational problems, implement change and organizational development strategies, and assess their effectiveness. In addition, ethical, legal, and professional issues related to the practice of organizational development are discussed.

**IOPC-678 PSYCHOSOCIAL ASPECTS OF HEALTH IN ORGANIZATIONS (3 credits)****PREREQUISITE:** IOPC-575

Study of occupational health psychology and the organizational factors that promote and impede health in the workplace. Discussion of workplace violence; theoretical models that study stress, alcoholism, and drug addiction in organizations; psychological disorders and their relationship with the workplace; and the reasonable accommodation of employees with emotional disabilities. Special attention will be given to the role of industrial/organizational psychology in the promotion of occupational health.

**IOPC-669 LABOR LAW (2 credits)****PREREQUISITES:** None

Overview of the historical evaluation of labor law in Puerto Rico. Discussion of local and federal laws that regulate labor relations in public and private sectors of Puerto Rico.

**IOPC-681 POSITIVE OCCUPATIONAL HEALTH PSYCHOLOGY (3 credits)****PREREQUISITES:** None

This course examines the foundations of occupational health psychology, emphasizing the contributions of positive psychology. Organizational interventions and scientific research that deals with occupational health will also be discussed and analyzed.

**IOPC-684 PSYCHOLOGICAL ASSESSMENT TECHNIQUES IN THE ORGANIZATION (2 credits)****PREREQUISITES:** IOPC-588, IOPC-574

Discussion of the different techniques of psychological measurement that are used in the selection of personnel in organizations. The main perspectives in the management of a selection and evaluation system will be discussed, giving emphasis to the strategic organizational variables to consider when selecting personnel. The foregoing will be linked to the discussion of the ethical-legal aspects to consider when developing a personnel selection and evaluation system, especially the elements associated with the evaluation of people with disabilities and minimizing the adverse impact.

**IOPC-685 GENERAL MODELS IN PSYCHOLOGY (3 credits)****PREREQUISITES:** None

This introductory course is designed to provide I/O students with basic principles and knowledge related to dysfunctional behavior classification, using the current Diagnostic and Statistical Manual of Mental Disorders Text Revision (DSM), and assessment methods. Also, foundational psychology theories and models will be revised.

**IOPC-698 THEORY AND METHODS OF TRAINING WORKSHOPS (3 credits)****PREREQUISITES:** None

This course introduces students to their function as trainers, whether as training consultants or as organizational members who perform those functions. Theories of basic learning are discussed regarding the effective design of training programs for adults. The conceptual framework for developing effective training designs is analyzed, and the necessary concepts and skills for the development of needstraining analysis are discussed. Students learn how to carry out presentations for effective training, manage difficult participants, and create a favorable environment for learning. The course includes a review of methods of training; their uses, advantages, and disadvantages; and their potential for fostering learning. Diverse strategies for the evaluation of training are also discussed, taking as a starting point the instructional objectives established.

**IOPL-568 APPLIED INFERENTIAL STATISTICS (LAB) (1 credits)****PREREQUISITES:** None**COREQUISITE:** IOPC-568

This laboratory provides opportunities for students to develop skills in conducting and interpreting inferential statistical analyses with categorical and continuous data.

**IOPL-684 PSYCHOLOGICAL ASSESSMENT TECHNIQUES IN THE ORGANIZATION (LAB) (1 credits)****PREREQUISITE:** IOPC-574, IOPC-588**COREQUISITE:** IOPC-684

To be taken concurrently with the regular course at an assigned schedule. The Laboratory of Techniques of Psychological Evaluation in Organizations provides the opportunity to the students to develop knowledge, skills, and abilities to perform the most used psychological tests in the industry in the selection and recruitment process. The techniques and tests presented can be used in simple recruitment processes to the most complex where it is intended to identify senior management positions in the organization. While working with the tests, students will be able to apply previously learned concepts in other courses that are related to ethics, test construction, labor law, personnel psychology, among others.

**PSYF-503 THEORIES OF LEARNING AND MOTIVATION (2 credits)****PREREQUISITES:** None

Contemporary and classical theories of learning and motivation. Relevant research in the behavioral, cognitive, social learning, and neurophysiological areas are discussed. Also discussed are the implications for psychological interventions of studies in the field of learning and motivation.

**PSYF-630 SOCIAL ASPECTS OF BEHAVIOR (2 credits)****PREREQUISITES:** None

In this course, the theoretical bases of social psychology will be analyzed. Emphasis will be given to the relationship between social psychology and behavior. The course will explore the extent to which social psychology is subject to variation within different cultural contexts, with an emphasis on the Puerto Rican society. Relevant research on these topics will be analyzed in the existing literature. A socio-historical analysis will be conducted, taking into special consideration the colonial influence of the United State in Puerto Rico.

**PSYF-502 LIFE SPAN HUMAN DEVELOPMENT (2 credits)****PREREQUISITES:** None

A review of theory and research on human development across the lifespan. The focus is on psychosocial, cognitive, moral, and intellectual development. Emphasis is given to the identification of factors in developmental disorders and cross-cultural differences in life context and worldview.

**PSYF-628 NEUROSCIENCE APPROACH TO COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR (3 credits)****PREREQUISITES:** None

This course provides a review of the major theories of cognition and affective aspects of behavior. The course will include a description of the physiological processes of human behavior, such as the structure of the neurological system, sensory systems, synaptic chemistry, and electrophysiology of encephalon. The course will also present different pathologies and deficits related to the cognitive and affective aspects of behavior.

**SEMM-556 APA WRITING STYLE AND WRITTEN COMMUNICATION SKILLS (1 credits)****PREREQUISITES:** None

The APA Writing Style and Written Communication Skills seminar has the purpose of providing students the basic skills on how to prepare a manuscript utilizing the American Psychological Association writing style manual and helping students understand the importance of developing and maintaining professional writing skills directly related to organizational setting. Ethical and legal implications of professional writing skills will be offered. In the written communication, emphasis will be placed on the textual markers, the active voice, the correct use of acronyms and abbreviations, inclusive language in research and professional practice, and other general rules of our native language (Spanish).

# MASTER OF SCIENCE IN SPEECH AND LANGUAGE PATHOLOGY

## MISSION

The M.S. in Speech and Language Pathology program at Albizu University, San Juan Campus, and Mayagüez University Center, is dedicated to preparing speech and language professionals to provide clinical services to children and adults with communication and swallowing disorders in a variety of settings. The program also prepares students to work as supervisors and consultants.

## TRAINING MODEL AND COMPETENCIES

The program consists of 60 credit hours of core academic coursework, a minimum of 400 hours of clinical practicum, and a master's level comprehensive examination or thesis project. The program requirements are following the Puerto Rico Licensing Board and the American Speech- Language-Hearing Association standards for clinical competence certification. The training competencies detailed below are reflected in the program's curricular sequence.

## TRAINING GOALS

The primary training goal of the M.S. in Speech and Language Pathology program is to provide students with the comprehensive knowledge base, appropriate attitudes, and clinical skills necessary to work in the prevention, assessment, and treatment of children and adults with communication and associated disorders. The program has the following objectives for student learning:

### Knowledge and Skills

- Possess knowledge of the principles and methods for the prevention, assessment, and treatment of individuals with communication and associated disorders.
- Master the use of assessment tools designed to assess children and adults with communication and associated disorders.
- Master the use of intervention methods and techniques used to treat individuals with communication and associated disorders.

### Clinical Skills

- Design and implement intervention techniques according to each client's level of functioning and needs.
- Use appropriate clinical procedures, strategies, and assessment tools and make appropriate referrals when necessary.
- Use assistive technology to provide services to clients with communication disorders.
- Provide guidance to the general population on the prevention of communication disorders.
- Perform supervisory functions, including consulting services in various clinical settings.

- Conduct research in speech-language pathology that could be applied to the design and implementation of intervention programs for children and adults with communication and swallowing disorders.
- Administer standardized and non-standardized instruments and interpret the results to assess children and adults with communication and swallowing disorders.

### **Attitudes**

- Perform clinical functions following the ethical standards of the profession.
- Have a holistic view of the human being.
- Contribute to the development of the profession through active participation in professional organizations.
- Assume the professional responsibilities inherent to the practice of speech and language pathology.

## **PROGRAM GOALS AND OBJECTIVES**

Consistent with the goals, philosophy, and objectives of the University, the M.S. in Speech and Language Pathology program seeks to:

- Prepare competent clinical professional in speech and language professionals to provide quality clinical services to children and adults with communication disorders.
- Prepare competent clinical professional in speech and language pathologists to work as clinical supervisors and consultants.
- Prepare competent clinical professional in speech and language pathologists to collaborate with other professionals.
- Prepare competent clinical professional in speech and language pathologists to work ethically and professionally.

## **ADMISSION REQUIREMENTS AND PROCEDURES**

### **Required Documents**

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having completed a bachelor's degree in a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average** of 3.00 on a 4.00 scale.
3. **Official transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the

transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credit earned and may result in dismissal.*

4. Two letters of recommendation from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official recommendation form:*

Spanish version:

<https://www.albizu.edu/wp-content/uploads/2020/06/CARTA-DE-RECOMENDACION-EN-ESPA%C3%91OL-SJU-Rev.2019.pdf>

English version:

[https://www.albizu.edu/wp-content/uploads/dlm\\_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf](https://www.albizu.edu/wp-content/uploads/dlm_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf)

5. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
6. An original **Health Certificate**, no more than one year old.
7. Proof of **Hepatitis B vaccination**.
8. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
9. Results of an **interview with program faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the M.S. in Speech and Language Pathology program faculty.
10. A **Statement of Purpose**, written at the time of the interview (for those candidates invited for an interview). The statement of purpose serves to verify the candidate's interest in the M.S. in Speech and Language Pathology program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.
11. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <https://www.albizu.edu/international-students/>
12. **Any additional documents** that may be required by the M.S. in Speech and Language Pathology program at a future date, as specified at the time of the application to the program.

The program reserves the right to admit candidates with exceptional characteristics.

### Admission Procedures

1. Candidates must submit all required documents by the established deadline.
2. The Admissions Committee will prepare an initial evaluation for every applicant and will assign a preliminary score to each one based on the criteria and relative values established by the M.S. in Speech and Language Pathology program. Candidates who qualify will receive an invitation for an interview with program faculty.
3. Selected applicants will be informed of the place, time, and day of the interview.

4. The Admissions Committee will complete the evaluation process of each candidate who has been interviewed and assign a final score based on the criteria and relative values established by the program.
5. A letter of notification with the determination of the Admissions Committee will be sent to each applicant.

## **IDENTITY VERIFICATION**

All admitted students are required to present a current ID card for identity verification purposes.

## **REQUIREMENTS FOR THE M.S. IN SPEECH AND LANGUAGE PATHOLOGY DEGREE**

1. A cumulative grade point average (CGPA) of 3.00 or higher on a 4.00 scale.
2. Completion of a minimum of one year of full-time residency in the program.
3. Satisfactory completion of 60 credits.
4. Satisfactory completion of at least 400 hours of supervised clinical practicum with children and adults.
5. Grades of "B" or higher in all courses.
6. Satisfactory completion of the comprehensive examination with no more than three (3) NPs; students who elect to complete the thesis project in speech and language pathology or a related area are not required to complete the comprehensive examination.
7. No more than one (1) NP, W, or AW in any seminar, laboratory, or clinical practicum.
8. Fulfillment of all institutional obligations.
9. Good standing in the program, i.e., no disciplinary action pending or academic or practicum probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again.
10. Recommendation from the program faculty for the master's degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*.



**M.S. IN SPEECH AND LANGUAGE PATHOLOGY  
CURRICULAR REQUIREMENTS FOR STUDENTS  
PREPARING THESIS PROJECTS**

*Please refer to the Tuition and Fees section of this catalog for costs associated with credits, laboratories, and practices.*

**Concentration Courses**

|          |  |           |
|----------|--|-----------|
| MSLP-540 | Anatomy and Physiology of Speech and Hearing Mechanisms .....          | 3 credits |
| MSLP-541 | Basic Audiology .....  | 3 credits |
| MSLP-542 | Normal Speech and Language Development .....                           | 3 credits |
| MSLP-543 | Ethics and Legal Aspects in Health Professions.....                    | 3 credits |
| MSLP-545 | Language Disorders in Children .....                                   | 3 credits |
| MSLP-546 | Fluency Disorders: Assessment and Treatment.....                       | 3 credits |
| MSLP-547 | Voice Disorders: Assessment and Treatment.....                         | 3 credits |
| MSLP-548 | Language Disorders in Adults.....                                      | 3 credits |
| MSLP-549 | Dysphagia in Children and Adults .....                                 | 3 credits |
| MSLP-550 | Articulatory Disorders: Assessment and Treatment .....                 | 3 credits |
| MSLP-551 | Phonological Disorders: Assessment and Treatment .....                 | 3 credits |
| MSLP-650 | Aural Rehabilitation .....   | 3 credits |
| MSLP-651 | Augmentative and Alternative Aids for Communication.....               | 3 credits |
| MSLP-652 | Assessment and Differential Diagnosis of Communication Disorders ..... | 3 credits |
| MSLP-653 | Neurogenic Disorders in Adults .....                                   | 3 credits |
| MSLP-654 | Early Intervention in Speech and Language.....                         | 3 credits |
| MSLP-655 | Supervision, Consulting, and Administration of Clinical Services ..... | 3 credits |
| MSLP-657 | Research Methodology in Communication Disorders .....                  | 3 credits |
| MSLP-661 | Multicultural Perspectives in Speech and Language Pathology .....      | 3 credits |
| MSLP-662 | Reading and Writing Disorders .....                                    | 3 credits |

**Clinical Practicums**

|          |                                     |           |
|----------|-------------------------------------|-----------|
| PRSP-656 | Advanced Clinical Practicum I.....  | 0 credits |
| PRSP-657 | Advanced Clinical Practicum II..... | 0 credits |

**Thesis Project**

|          |                      |           |
|----------|----------------------|-----------|
| MTES-670 | Thesis Project ..... | 0 credits |
|----------|----------------------|-----------|

Total credits ..... 60 credits

**M.S. IN SPEECH AND LANGUAGE PATHOLOGY  
CURRICULAR REQUIREMENTS FOR STUDENTS  
TAKING COMPREHENSIVE EXAMS**

*Please refer to the Tuition and Fees section of this catalog for costs associated with credits, laboratories, and practices.*

**Concentration Courses**

|          |  |           |
|----------|--|-----------|
| MSLP-540 | Anatomy and Physiology of Speech and Hearing Mechanisms .....          | 3 credits |
| MSLP-541 | Basic Audiology .....  | 3 credits |
| MSLP-542 | Normal Speech and Language Development .....                           | 3 credits |
| MSLP-543 | Ethics and Legal Aspects in Health Professions .....                   | 3 credits |
| MSLP-545 | Language Disorders in Children .....                                   | 3 credits |
| MSLP-546 | Fluency Disorders: Assessment and Treatment .....                      | 3 credits |
| MSLP-547 | Voice Disorders: Assessment and Treatment .....                        | 3 credits |
| MSLP-548 | Language Disorders in Adults .....                                     | 3 credits |
| MSLP-549 | Dysphagia in Children and Adults .....                                 | 3 credits |
| MSLP-550 | Articulatory Disorders: Assessment and Treatment .....                 | 3 credits |
| MSLP-551 | Phonological Disorders: Assessment and Treatment .....                 | 3 credits |
| MSLP-650 | Aural Rehabilitation .....   | 3 credits |
| MSLP-651 | Augmentative and Alternative Aids for Communication .....              | 3 credits |
| MSLP-652 | Assessment and Differential Diagnosis of Communication Disorders ..... | 3 credits |
| MSLP-653 | Neurogenic Disorders in Adults .....                                   | 3 credits |
| MSLP-654 | Early Intervention in Speech and Language .....                        | 3 credits |
| MSLP-655 | Supervision, Consulting, and Administration of Clinical Services ..... | 3 credits |
| MSLP-657 | Research Methodology .....   | 3 credits |
| MSLP-661 | Multicultural Perspectives in Speech/Language Pathology .....          | 3 credits |
| MSLP-662 | Reading and Writing Disorders .....                                    | 3 credits |

**Clinical Practicums**

|          |                                      |           |
|----------|--------------------------------------|-----------|
| PRSP-656 | Advanced Clinical Practicum I .....  | 0 credits |
| PRSP-657 | Advanced Clinical Practicum II ..... | 0 credits |

**Master's Level Exams**

|          |  |           |
|----------|--|-----------|
| MSLP-605 | Master's Level Examination (First Part) .....  | 0 credits |
| MSLP-606 | Master's Level Examination (Second Part) ..... | 0 credits |

**Praxis Exam\*** ..... 0 credits

**Total credits** ..... 60 credits

**PROCEDURE FOR SUBSTITUTION OF THE COMPREHENSIVE EXAM  
MASTER OF SCIENCE PROGRAM  
SPEECH-LANGUAGE PATHOLOGY**

1. According to the curriculum sequence of the Speech-Language Pathology (MS) Program, students in the Fall semester, in their final academic year, must concurrently enroll in their clinical practice PRSP-656 and MSLP 606. Students must have completed all the necessary requirements to enroll in these courses, according to their curricular sequence.
2. Students who are duly enrolled, and with payment of completed MSLP-605 and MSLP-606 exams, are authorized to request the substitution of the comprehensive exam with the completion of the academic and clinical requirements of a professional portfolio. For the portfolio to be authorized as the summative assessment, the student must take and pass the Praxis exam.
3. Students who wish to make substitution of the comprehensive exam with the portfolio must request the initial authorization of the director of the Academic Program before proceeding with any procedure. If you carry out the process and did not have the proper authorization, the substitution will not be authorized.
4. The student must take the PRAXIS exam between the months of December and February of his/her last academic year. You will need to make sure that the results reach Albizu University; It does this by marking the university as a recipient of results. To be eligible for the Portfolio track, you must obtain a minimum score of 162 on the Praxis exam. This information will be validated by the Program Director through the company's portal offered by PRAXIS. The payment of the PRAXIS exam is the sole responsibility of the student and Albizu University will not assume the costs of the exam or make a refund of any kind.
5. Anyone who wishes to request the replacement of the MSLP-605 and MSLP-606 comprehensive exam must notify the Program Director in writing to request authorization.
6. Once authorization has been granted, the student must submit the professional portfolio to the assigned academic supervisor no later than midterms of the academic session in which they take the course PRSP 657
7. Once the substitution process is completed and authorized, the student will be exempt from taking the comprehensive exam in its parts MSLP-605 and MSLP-606 and will receive a PASS score on his/her comprehensive exam on the date stipulated for the exam

**M.S. IN SPEECH AND LANGUAGE PATHOLOGY  
CURRICULAR REQUIREMENTS FOR STUDENTS  
Preparing Portfolio Project**

*Please refer to the Tuition and Fees section of this catalog for costs associated with credits, laboratories, and practices.*

**Concentration Courses**

|  |           |
|--|-----------|
| MSLP-540 Anatomy and Physiology of Speech and Hearing Mechanisms.....          | 3 credits |
| MSLP-541 Basic Audiology.....  | 3 credits |
| MSLP-542 Normal Speech and Language Development.....                           | 3 credits |
| MSLP-543 Ethics and Legal Aspects in Health Professions .....                  | 3 credits |
| MSLP-545 Language Disorders in Children.....                                   | 3 credits |
| MSLP-546 Fluency Disorders: Assessment and Treatment.....                      | 3 credits |
| MSLP-547 Voice Disorders: Assessment and Treatment.....                        | 3 credits |
| MSLP-548 Language Disorders in Adults.....                                     | 3 credits |
| MSLP-549 Dysphagia in Children and Adults.....                                 | 3 credits |
| MSLP-550 Articulatory Disorders: Assessment and Treatment.....                 | 3 credits |
| MSLP-551 Phonological Disorders: Assessment and Treatment.....                 | 3 credits |
| MSLP-650 Aural Rehabilitation.....   | 3 credits |
| MSLP-651 Augmentative and Alternative Aids for Communication.....              | 3 credits |
| MSLP-652 Assessment and Differential Diagnosis of Communication Disorders..... | 3 credits |
| MSLP-653 Neurogenic Disorders in Adults.....                                   | 3 credits |
| MSLP-654 Early Intervention in Speech and Language.....                        | 3 credits |
| MSLP-655 Supervision, Consulting, and Administration of Clinical Services..... | 3 credits |
| MSLP-657 Research Methodology.....   | 3 credits |
| MSLP-661 Multicultural Perspectives in Speech/Language Pathology.....          | 3 credits |
| MSLP-662 Reading and Writing Disorders.....                                    | 3 credits |

**Clinical Practicums**

|   |           |
|---|-----------|
| PRSP-656 Advanced Clinical Practicum I  | 0 credits |
| PRSP-657 Advanced Clinical Practicum II | 0 credits |

**Portfolio Project**

|                            |           |
|----------------------------|-----------|
| MSLP-604 Portfolio Project | 0 credits |
|----------------------------|-----------|

|               |            |
|---------------|------------|
| Total credits | 60 credits |
|---------------|------------|

**CURRICULAR SEQUENCE  
M.S. IN SPEECH AND LANGUAGE PATHOLOGY**

| <b>FALL - FIRST YEAR</b> |  |                      |                |
|--------------------------|--|----------------------|----------------|
| <b>Code</b>              | <b>Course Title</b>  | <b>Prerequisites</b> | <b>Credits</b> |
| MSLP-540                 | Anatomy and Physiology of the Speech and Hearing Mechanism | None                 | 3              |
| MSLP-541                 | Basic Audiology  | None                 | 3              |
| MSLP-542                 | Normal Speech & Language Development                       | None                 | 3              |
| MSLP-543                 | Ethics & Legal Aspects in Health Professions               | None                 | 3              |

| <b>SPRING - FIRST YEAR</b> |  |                      |                |
|----------------------------|--|----------------------|----------------|
| <b>Code</b>                | <b>Course Title</b>                              | <b>Prerequisites</b> | <b>Credits</b> |
| MSLP-545                   | Language Disorders in Children                   | MSLP-542             | 3              |
| MSLP-546                   | Fluency Disorders: Assessment and Treatment      | MSLP-542             | 3              |
| MSLP-547                   | Voice Disorders: Assessment and Treatment        | MSLP-540             | 3              |
| MSLP-550                   | Articulatory Disorders: Assessment and Treatment | MSLP-540, MSLP-542   | 3              |

| <b>SUMMER - FIRST YEAR</b> |  |                      |                |
|----------------------------|--|----------------------|----------------|
| <b>Code</b>                | <b>Course Title</b>                              | <b>Prerequisites</b> | <b>Credits</b> |
| MSLP-548                   | Language Disorders in Adults                     | MSLP-540             | 3              |
| MSLP-551                   | Phonological Disorders: Assessment and Treatment | MSLP-540, MSLP-550   | 3              |

| <b>FALL - SECOND YEAR</b> |  |  |                |
|---------------------------|--|--|----------------|
| <b>Code</b>               | <b>Course Title</b>  | <b>Prerequisites</b>                                       | <b>Credits</b> |
| MSLP-650                  | Aural Rehabilitation   | MSLP-540, MSLP-541, MSLP-542, MSLP-550, MSLP-551           | 3              |
| MSLP-651                  | Augmentative and Alternative Aids for Communication              | MSLP-545, MSLP-548, MSLP-550                               | 3              |
| MSLP-652                  | Assessment and Differential Diagnosis of Communication Disorders | MSLP-545, MSLP-546, MSLP-547, MSLP-548, MSLP-550, MSLP-551 | 3              |
| MSLP-549                  | Dysphagia in Children and Adults                                 | MSLP-540   | 3              |

| <b>SPRING - SECOND YEAR</b> |   |  |                |
|-----------------------------|---|--|----------------|
| <b>Code</b>                 | <b>Course Title</b>   | <b>Prerequisites</b>   | <b>Credits</b> |
| MSLP-653                    | Neurogenic Disorders in Adults                                  | MSLP-540, MSLP-547, MSLP-548, MSLP-651, MSLP-652                               | 3              |
| MSLP-654                    | Early Intervention in Speech and Language                       | MSLP-542, MSLP-550, MSLP-551, MSLP-545   | 3              |
| MSLP-655                    | Supervision, Consulting and Administration of Clinical Services | MSLP-543   | 3              |
| MSLP-657                    | Research Methodology  | MSLP-543, MSLP-550, MSLP-551, MSLP-545, MSLP-546, MSLP-547, MSLP-548, MSLP-549 | 3              |

| SUMMER-SECOND YEAR |   |                              |         |
|--------------------|---|------------------------------|---------|
| Code               | Course Title  | Prerequisites                | Credits |
| MSLP-661           | Multicultural Perspectives in Speech and Language Pathology | MSLP-542, MSLP-543, MSLP-545 | 3       |
| MSLP-662           | Reading and Writing Disorders                               | MSLP-542                     | 3       |
| MTES-670           | Thesis Project  | MSLP-657                     | 0       |

| FALL - THIRD YEAR         |  |  |         |
|---------------------------|--|--|---------|
| Code                      | Course Title                             | Prerequisites  | Credits |
| PRSP-656                  | Advanced Clinical Practicum I            | All courses  | 0       |
| MSLP-605                  | Master's Level Examination (First Part)  | MSLP-540, MSLP-541, MSLP-542, MSLP-543, MSLP-650, MSLP-651, MSLP-652, MSLP-655           | 0       |
| <i>and/or</i><br>MSLP-606 | Master's Level Examination (Second Part) | MSLP-550, MSLP-551, MSLP-545, MSLP-546, MSLP-547, MSLP-548, MSLP-549, MSLP-653, MSLP-654 | 0       |
| <i>or</i><br>MTES-670     | Thesis Project                           | MSLP-657   | 0       |

| SPRING - THIRD YEAR       |  |  |         |
|---------------------------|--|--|---------|
| Code                      | Course Title                             | Prerequisites  | Credits |
| PRSP-657                  | Advanced Clinical Practicum II           | PRSP-656   | 0       |
| MSLP-605                  | Master's Level Examination (First Part)  | MSLP-540, MSLP-541, MSLP-542, MSLP-543, MSLP-650, MSLP-651, MSLP-652, MSLP-655           | 0       |
| <i>and/or</i><br>MSLP-606 | Master's Level Examination (Second Part) | MSLP-550, MSLP-551, MSLP-545, MSLP-546, MSLP-547, MSLP-548, MSLP-549, MSLP-653, MSLP-654 | 0       |
| <i>(or</i><br>MTES-670    | Thesis Project                           | MSLP-657   | 0       |

**MASTER OF SCIENCE  
SPEECH AND LANGUAGE PATHOLOGY  
COURSE DESCRIPTIONS**

**MSLP-540 ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISM (3 credits)**

**PREREQUISITES:** None

Study of the anatomy and physiology of the speech and hearing mechanism, including respiratory, pronator, articulatory, nervous, and hearing systems.

**MSLP-541 BASIC AUDIOLOGY (3 credits)PREREQUISITES:** None

Overview of the audiology profession and its historical background, the physical properties of sound, ear anatomy, physiology of the auditory system, common disorders, and the administration and interpretation of hearing tests.

**MSLP-542 NORMAL SPEECH AND LANGUAGE DEVELOPMENT (3 credits)PREREQUISITES:** None

Study of the normal speech and language acquisition process. Distinctions between speech and language are established. Terminology and speech and language characteristics according to developmental stages are explained. The course includes an analysis of sound acquisition and the most common speech and language disorders.

**MSLP-543 ETHICS AND LEGAL ASPECTS IN HEALTH PROFESSIONS (3 credits)PREREQUISITES:** None

The course discusses the ethical and legal principles applied to the speech and language pathology profession. The American Speech-Language-Hearing Association (ASHA) and the Puerto Rican Organization of Language/Speech Professionals and Audiologists (OPPHLA) are studied. Professional responsibilities and negligence of a legal or ethical nature are also reviewed.

**MSLP-545 LANGUAGE DISORDERS IN CHILDREN (3 credits)**

**PREREQUISITE:** MSLP-542

Overview of normal and atypical language development in children. Study of the factors that might affect communicative development. Methods of evaluation and intervention related to each disorder are studied.

**MSLP-546 FLUENCY DISORDERS: ASSESSMENT AND TREATMENT (3 credits)PREREQUISITE:** MSLP-542

Study of the characteristics of typical fluency and pathological disfluencies. Evaluation processes, including standardized tests, structured observations, data collection, and differential diagnosis and treatment in children and adults, are studied.

**MSLP-547 VOICE DISORDERS: ASSESSMENT AND TREATMENT (3 credits)PREREQUISITE:** MSLP-540

Study of voice disorders, treatment techniques, and the role of the speech/language pathologist and other professionals in the management of such pathologies. The course emphasizes the differential diagnosis and treatment of voice disorders in children and adults.

**MSLP-548 LANGUAGE DISORDERS IN ADULTS (3 credits)PREREQUISITE:** MSLP-540

Study of the nature and etiology of language disorders in adults. The course emphasizes the administration and interpretation of assessment instruments used for determining appropriate intervention methods.

**MSLP-549 DYSPHAGIA IN CHILDREN AND ADULTS (3 credits)PREREQUISITE:** MSLP-540

The course emphasizes the identification, diagnosis, and treatment of swallowing disorders in children and adults. Discussion of the assessment strategies and therapeutic approaches for treatment of dysphagia in children and adults. The course addresses the interdisciplinary intervention and role of the speech/language pathologist in working with this population.

**MSLP-550 ARTICULATORY DISORDERS: ASSESSMENT AND TREATMENT (3 credits)PREREQUISITES:** MSLP-540, 542

Study of the anatomical, acoustic, and perceptual aspects of the articulatory mechanism. The course emphasizes the typical and atypical articulatory development of Spanish language sounds. Cultural

variations and different types of disorders are considered. The course also addresses the assessment and differential diagnosis of such disorders and other conditions. The clinical management and treatment techniques used in intervention are discussed.

**MSLP-551 PHONOLOGICAL DISORDERS: ASSESSMENT AND TREATMENT (3 credits) PREREQUISITES:** MSLP-540, 550

This course describes the phonological system, considering applicable theories and phonological perspectives. It emphasizes the typical and atypical phonological development of Spanish language sounds. The criteria for determining differential diagnosis of organic and functional disorders are also considered. The course also examines the clinical management of such disorders.

**MSLP-650 AURAL REHABILITATION (3 credits) PREREQUISITES:** MSLP-540, 541, 542, 550, 551

Study of the habilitation and rehabilitation processes, including auditory training, lip-reading, and total communication, in theory and methodology.

**MSLP-651 AUGMENTATIVE AND ALTERNATIVE AIDS FOR COMMUNICATION (3 credits) PREREQUISITES:** MSLP-545, 548, 550

Discussion of the historical background of augmentative and alternative communication (AAC) and its impact on the lives of people with severe communication impairments. Study of the equipment, its characteristics, and uses. Discussion of strategies for implementing the effective use of AAC to meet communicative needs. The course requires laboratory experience and building low-cost communication boards and adaptations of equipment.

**MSLP-652 ASSESSMENT AND DIFFERENTIAL DIAGNOSIS OF COMMUNICATION DISORDERS (3 credits) PREREQUISITES:** MSLP-545, 546, 547, 548, 550, 551

Study of different clinical procedures used in the evaluation of patients with speech and language disorders. Students will learn and develop assessment tools for the evaluation and diagnosis of language disorders in children and adults.

**MSLP-653 NEUROGENIC DISORDERS IN ADULTS (3 credits) PREREQUISITES:** MSLP-540, 547, 548, 651, 652

The course presents the etiology, diagnosis, and treatment of neurogenic disorders in adults. Disorders studied include aphasia and related disorders, neurogenic speech disorders, neurogenic disorders associated with the right hemisphere, traumatic brain injury, and degenerative disorders.

**MSLP-654 EARLY INTERVENTION IN SPEECH AND LANGUAGE (3 credits) PREREQUISITES:** MSLP-542, 550, 551, 545

This course focuses on the transactional model for communication development. The course emphasizes the influence of environment on the linguistic competence of the child.

**MSLP-655 SUPERVISION, CONSULTATION, AND ADMINISTRATION OF CLINICAL SERVICES (3 credits) PREREQUISITE:** MSLP-543

The course prepares the student to perform consultation and supervision roles. Standards of professional supervision, supervision strategies, and service programs design are studied. The course analyzes different models of supervision and consultation.

**MSLP-657 RESEARCH METHODOLOGY (3 credits)**

**PREREQUISITES:** MSLP-543, 550, 551, 545, 546, 547, 548, 549

Research design, statistical analysis, and dissemination of data with an emphasis on clinical research. Discussion of topics related to statements of the research problem, justification, theoretical model, research hypothesis, variables, quantitative and qualitative designs, collection, and data analysis.

**MSLP-661 MULTICULTURAL PERSPECTIVES IN SPEECH AND LANGUAGE PATHOLOGY (3 credits) PREREQUISITES:** MSLP-542, 543, 545

Study of multicultural issues and the effects of sociolinguistic, psycholinguistic, and multicultural perspectives in the education of children with communication disorders. The course addresses assessment and intervention techniques for various communication disorders in multicultural populations, the team



approach, consultation, collaboration, and counseling techniques for communication disorders in multicultural contexts. Students will gain an understanding of relevant policies and laws for multicultural speech/language pathology.

**MSLP-662 READING AND WRITING DISORDERS (3 credits)PREREQUISITE: MSLP-542**

Study of concepts involved in reading and written communication; definition of concepts involved in speech, language, reading, and writing. Writing concepts include definitions, prerequisites, classification, typical development, teaching methods, and pathologies. Evaluation and remediation strategies and interventions in reading and writing disorders. Roles and responsibilities of the speech/language pathologist and the role of teamwork in interventions in reading and writing disorders.

**PRSP-656 ADVANCED CLINICAL PRACTICUM I (0 credits)**

**PREREQUISITE:** All previous courses

A minimum of 155 hours of supervised intervention in the evaluation and treatment of children and adults with speech, language, and related disorders.

**PRSP-657 ADVANCED CLINICAL PRACTICUM II (0 credits)PREREQUISITE: PRSP-656**

A minimum of 155 hours of supervised intervention in the evaluation and treatment of children and adults with communication and related disorders.

## MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

### MISSION

The mission of the Master of Science in Counseling Psychology program at Albizu University, San Juan Campus, and Mayagüez University Center, is to provide an excellent training in counseling psychology that integrates theory and practice and that contributes to the development of professionals capable of performing counseling interventions geared toward enhancement of the quality of life of those who seek their help.

### PHILOSOPHY OF TRAINING AND TRAINING MODEL

The program adopted a contextualized definition of the specialty by reviewing and adapting the Puerto Rico State Board of Psychologists (2021, 2013) specialty definition, APA (2022, 2014) specialty description and definition, and by having a collegial discussion with students and faculty within this specialty. Our counseling psychology definition is:

*Area of practice aimed at providing direct health services in psychology, based on the competencies of psychology as a profession that include investigating, supervising, consulting, diagnosing, evaluating (cognitive, personality, vocational, among others), psychoeducational and psychotherapeutic intervention (for individuals, couples, families, and groups). Counseling Psychology focuses on prevention, remediation and the development of people's potential to improve life challenges, emotional problems, behavioral and learning problems, social problems, occupational problems, physical health problems and general well-being. The skills of the counseling psychologist allow intervention with people of all ages, at all stages of life and in different modalities. Emphasizes strengths, and the learning and acquisition of skills for the effective management of everyday life situations, with or without psychological disorders. Its approach is a multidimensional one that considers multiculturalism, equity, and social and racial justice (Gelson & Nutt Williams, 2021).*

The education and preparation of a psychologist who specializes in counseling psychology requires a curriculum that promotes the knowledge, skills, and attitudes necessary to address the complexities of human behavior and to provide positive change for individuals. The MS. in Counseling Psychology program at Albizu University bases its philosophy and training model on several key documents in addition to various theoretical and conceptual approaches. The Model Training Program in Counseling Psychology (Epperson, Fouad, Stoltenberg, and Murdock, 2005) is adopted as our training model. Philosophical unifying themes, initially developed by Gelso and Fretz (2001) and expanded by the Council of Counseling Psychology Training Programs (CCPTP), are embraced. Packard's core values that distinguish counseling psychology (2009) are also adopted.

1. Altruism is our foundation as we strive to improve the well-being of others.
2. Positive relationships are a necessary condition to encourage change in our clients.
3. The synergistic integration of science and practice is essential for our work and includes the use of various research methods.
4. We focus on healthy development throughout our lifespan.
5. Within a holistic framework, we emphasize strengths, resilience, and positive coping in the context of the person's social and cultural environments.
6. We are committed to respectful treatment for all, inherent human dignity, and inclusion rather than exclusion.
7. We believe in social justice and the need to defend causes that promote the welfare of others.
8. We value collaboration for multidisciplinary practice and research.
9. When working with clients and dysfunctional systems, wherever possible we focus on strengths and positive coping in the context of a helpful relationship.

Also, the program embraced Scheel et al., (2018) values:

1. Growth Towards Full Potential
2. Holistic and Contextual:
3. Diversity and Social Justice
4. Communitarian Perspective

The program embraces the Practitioner-Scholar training philosophy established at APA's Vail Conference in 1973. As a practitioner-oriented program (APA, 1973, Korman, 1974), the primary emphasis of the Psy.D. in Counseling Psychology program is on the direct delivery of professional health care services and evaluation as well as on the improvement of those services.

Its philosophy and training model is based on the fundamental principles that define the discipline and distinguish it from other areas within the field of psychology (Munley et al., 2004). Specifically, the philosophical perspective includes:

1. An approach aimed at identifying and promoting the strengths present in everyone.
2. Evaluating the interactions between the individual and his/her environment and identifying the best fit between them.
3. Emphasizing prevention and relatively brief interventions using a human development perspective that highlights the appropriate adjustment expectations for each stage of development.
4. Offering interventions aimed at the identification and development of vocational skills and interests.
5. Ensuring integration of and concordance between psychological theories, the best intervention practices and their applications, and scientific research applied to human behavior.
6. A respectful approach to the individual and cultural diversity of human beings

Consistent with an ecological approach, our program is guided by a perspective in which well-being, growth, and psychological development, as well as dysfunctionality and maladaptation, are a phenomenon involving complex transactions between an individual and the social and cultural context into which that individual is integrated. Therefore, the program philosophy also emphasizes a multicultural approach in the professional development of psychologists specialized in counseling psychology. The program promotes the development of skills based on respect for the individuality of each person the counseling psychologist interacts with in the process of psychotherapy and counseling. It also fosters program graduates who can conceptualize and understand the role that cultural and social contexts play in human behavior. The program incorporates in its training model several American Psychological Association (APA) guidelines: Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (2003); Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients (2012); and Guidelines for Psychological Practice with Older Adults (2024). Also, the program adopts the Counseling Psychology Model Training Values Statement Addressing Diversity, endorsed in 2006 by the Association of Counseling Center Training Agencies (ACCTA), CCPTP, and the Society for Counseling Psychology (SCP).

## **PROGRAM AIMS, OBJECTIVES, AND COMPETENCIES**

The program has a clearly specified philosophy of education and training fully compatible with the mission of its sponsor institution, Albizu University, and appropriate to the science and practice of psychology. The aims, main objectives, and competencies of the program are as follows.

### **Program Aims**

- Aim 1.** Train students for the integration of scientific knowledge, theories, models, assessment techniques, and clinical interventions into their practice as health care providers within the specialty field of counseling psychology.

**Aim 2.** Educate students to develop and maintain positive relationships with individuals, groups, and communities, behave in an ethical manner, and recognize and respect diversity, thus reflecting the values and attitudes of counseling psychology that sustain lifelong learning.

**Aim 3.** Provide students with extensive knowledge of the concepts and key issues of wellness, and complementary and integrative health, as well as related disciplines, to facilitate interdisciplinary work.

## **Program Objectives**

The program has the following objectives for student learning:

- 1.1 Develop advanced levels of knowledge and scientific understanding of the foundational areas of psychology.
- 1.2 Develop and critically evaluate research studies, theories, and models of behavior.
- 1.3 Assess the behavioral and psychological aspects of the client's physical and mental health for accurate diagnosis and identify client strengths and weaknesses to develop and implement effective prevention, treatment, and rehabilitation interventions with fidelity to empirical models.
- 1.4 Develop knowledge of and skills in educational and supervision models and practices.
- 1.5. Demonstrate consolidation of professional identity as a counseling psychologist, considering contextual and cultural influences in addition to personal and professional self-awareness and reflection.
- 2.1 Demonstrate behaviors that reflect the values and ethical attitudes of counseling psychology, including integrity, reliability, lifelong learning, and concern for the welfare of others.
- 2.2 Develop awareness, respect, sensitivity, and skills needed to work professionally with individuals, groups, and communities with diverse cultural and personal backgrounds and characteristics.
- 2.3 Work collaboratively in multidisciplinary teams towards shared goals.
- 2.4 Apply knowledge to provide consulting services (assessment and intervention) to effectively meet specific client needs.
- 3.1 Promote wellness and well-being within a prevention and a strength-based approach related to complementary and integrative health and health issues.

## **Program Competencies**

Upon successful completion of the program, the students will be able to demonstrate the following profession-wide competencies:

### **Competency 1. Research**

- 1.1. Formulate, conduct, and disseminate research and scholarly activity that contributes to scientific, psychological and/or professional knowledge.
- 1.2. Critically evaluate research and scholarly activities.

### **Competency 2. Ethical and Legal Standards**

- 2.1 Understand and act in accordance with the American Psychological Association and the Examining Board of Psychologist of Puerto Rico Ethical Principles and Code of Conduct, as well as national and federal laws, rules, regulations, policies, guidelines, and professional standards relevant to health services psychology.
- 2.2 Recognize ethical dilemmas as they arise and apply ethical decision-making process to resolve the dilemmas.

### **Competency 3. Individual and Cultural Diversity**

- 3.1 Understand one's own dimensions of diversity and attitudes and biases and their impact in interactions toward diverse others.
- 3.2 Act with awareness, sensitivity, and a respect for diversity and multicultural issues while working with individuals, families, groups, and communities at all stages of health care.
- 3.3 Articulates and effectively uses current theoretical and empirical knowledge based on culturally appropriate frameworks, skills, and techniques for working effectively with diverse others.

### **Competency 4. Professional Values, Attitudes and Behavior**

- 4.1 Monitor and adjust professional performance in ways that reflect the attitudes and values of counseling psychology including integrity, deportment, accountability, lifelong learning, and ~~open~~for the welfare of others.
- 4.2 Engage actively in personal and professional reflection and assessment with awareness of one's functioning and competencies.
- 4.3 Understand the central role of self-care to effective practice and engage in activities to maintain and improve knowledge/skill/performance, well-being, and professional effectiveness.
- 4.4 Display consolidation of professional identity as a counseling psychologist.

### **Competency 5. Communication and Interpersonal Skills**

- 5.1 Develop and maintain effective and meaningful relationships with clients, colleagues, organizations, and community members using appropriate interpersonal and professional styles of verbal, nonverbal, and written communication.
- 5.2 Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

### **Competency 6. Assessment**

- 6.1 Demonstrate knowledge of human behavior and diagnostic classification systems, functional and dysfunctional behaviors, client strengths and psychopathology within its context.
- 6.2 Select and administer appropriate assessment methods informed by the best empirical literature, taking into consideration culturally relevant norms, and standardization procedures, responsive to and respectful of diverse individuals, couples, families and group and context.
- 6.3 Score, interprets and integrate assessment results, following current research and professional standards and guidelines and communicate orally and in written findings, integrations, and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

### **Competence 7. Intervention**

- 7.1 Establish and maintain effective therapeutic relationships with the population served.
- 7.2 Implement evidence-based interventions with fidelity to empirical models informed by assessment findings, diversity characteristics, and contextual variables.
- 7.3 Evaluate and assess treatment/intervention effectiveness and adapt interventions goals and methods consistent with ongoing evaluation, and make adaptations as needed.
- 7.4 Display clinical/therapeutic/psychoeducational skills with a wide variety of clients.
- 7.5 Implement interventions that are appropriate for clients in their current life situation consistent with their worldview.

7.6 Promote strength-based and developmental perspective across a range of intervention settings and client population.

7.7 Articulate the importance and impact of prevention and early intervention.

### Competence 8. Scientific Knowledge and Methods

8.1 Demonstrate extensive knowledge of the theories and models of cognitive, biological, affective, social, and developmental aspects of behavior.

### Competency 9. Advocacy

9.1 Intervene with clients to promote action on such factors as social, political, economic, and cultural, impacting the development and functioning of individuals, institutions, and systems.

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documents

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having completed a bachelor's degree in a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average** of 3.00 on a 4.00 scale.
3. **Official transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases, where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*
4. Two **letters of recommendation** from professor(s), employer(s) or community leader(s). *The recommendations must be submitted on Albizu's official recommendation form:*  
  
Spanish version:  
  
<https://www.albizu.edu/wp-content/uploads/2020/06/CARTA-DE-RECOMENDACION-EN-ESPA%C3%91OL-SJU-Rev.2019.pdf>  
  
English version:  
  
[https://www.albizu.edu/wp-content/uploads/dlm\\_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf](https://www.albizu.edu/wp-content/uploads/dlm_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf)
5. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
6. An original **Health Certificate**, no more than one-year-old.
7. Proof of **Hepatitis B vaccination**.
8. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
9. Results of an **interview with program faculty**. Those candidates recommended by the Admissions

Committee will receive an appointment for an interview with one or more members of the M.S. in Counseling Psychology program faculty.

10. Candidates recommended by the admissions committee will receive an appointment to write an objective essay on the spot. The objective essay serves to verify the candidate's interest in the M.S. in the Psychological Counseling program and the Institution; short-, medium- and long-term goals; written communication skills; and general writing skills.
11. Candidates recommended by the admissions committee will receive an appointment to write an article analysis essay on the spot. The analysis essay serves to learn critical analysis skills about the specialty of psychological counseling, written communication skills, and general writing skills.
12. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <https://www.albizu.edu/international-students/>
13. **Any additional documents** that may be required by the M.S. in Counseling Psychology program at a future date, as specified at the time of application to the program.

The program reserves the right to admit candidates with exceptional characteristics.

### **Admission Procedures**

1. Candidates must submit all required documents by the established deadline.
2. The Admissions Committee will prepare an initial evaluation for every applicant and will assign a preliminary score to each one based on the criteria and relative values established by the M.S. in Counseling Psychology program. Candidates who qualify will receive an invitation for an interview with program faculty.
3. Selected applicants will be informed of the place, time, and day of the interview.
4. The Admissions Committee will complete the evaluation process of each candidate who has been interviewed and assign a final score based on the criteria and relative values established by the program.
5. A letter of notification with the determination of the Admissions Committee will be sent to each applicant.

### **IDENTITY VERIFICATION**

All admitted students are required to present a current ID card for identity verification purposes.

### **REQUIREMENTS FOR THE M.S. IN COUNSELING PSYCHOLOGY DEGREE**

1. A cumulative grade point average (CGPA) of 3.00 or higher on a 4.00 scale
2. Completion of a minimum of one year of full-time residency in the program
3. Satisfactory completion of 60 credits
4. Satisfactory completion of at least 770 hours of supervised clinical practicum
5. Grades of "B" or higher in all courses
6. Satisfactory completion of the Comprehensive Examination with no more than three (3) NPs
7. No more than one (1) NP, W, or AW in any seminar, laboratory, or clinical practicum
8. Fulfillment of all institutional obligations
9. Good standing in the program, i.e., no disciplinary action pending or academic or practicum

probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again

10. Demonstrated competence in the APA style for publications and other written materials
11. Recommendation from the program faculty for the master's degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*

## **PRACTICUM TRAINING**

M.S. in Counseling Psychology students at Albizu are provided with practicum settings responsive to the program's training goals and objectives and training model. Students have a wide array of practicum sites to choose from, including hospitals, mental health centers, and academic and community mental health centers, with a diversity of treatment populations.

Students must complete a total of five sessions of clinical practice: PSCP-515, PSCP-525, PSCP-635, PSCP-645 and PSCP-655. Practicum training is provided both through the Community Mental Health Center on campus and through a network of approved and monitored outside practicum sites. Licensed doctoral-level psychologists supervise practicum students a minimum of one hour per week. Students must complete a minimum of 770 practice hours.

## **PROGRAM LENGTH AND RESIDENCY REQUIREMENTS**

The program is designed to be completed in two-and-a-half years, at least one year of which must be in full-time residence at the San Juan Campus or Mayagüez University Center. Candidates must complete all the program requirements within four years from the date of admission.

## **STUDENT PERFORMANCE EVALUATION, FEEDBACK, AND ADVISEMENT**

Each MS student receives a written evaluation once a year via the following two documents:

- A clinical progress report
- An academic progress report

Together, these documents provide information on all aspects of the student's performance.

The clinical progress report is personally handed to each student by his or her supervisor and is also sent to the student by email. The student must sign a document stating that the clinical progress report was received. The academic progress report is also sent by email and by mail to each student. Copies of both reports are placed in the students' records at the Registrar's Office.

During each term, faculty and clinical supervisors provide ongoing feedback to students on their clinical competencies. All courses and clinical practices include formal mid-of-term and end-of-term written evaluations of competencies. If areas of difficulty are identified, faculty or supervisors document specific recommendations or remedial activities that should be accomplished during the next term. Students are encouraged to discuss academic problems as well as their end-of-term feedback with their faculty advisors and professional counselors.

Every student meets with his or her advisor to monitor academic and clinical progress, as well as in preparation for the following term. The student is responsible for ensuring the timely completion of program requirements.

Students in the master's program need to maintain satisfactory performance in all academic courses and/or training modules.



- If the student fails to meet the academic standard for a course obtaining the first (1) C, D, F, NP, W, or AW grades in any of the courses, laboratories, or practicum a remedial plan will be issued in coordination with their class professor and/or academic advisors.
- An Academic Dismissal will be issued after the first two (2) C, D, F, NP, W, or AW grades or their combination, whether consecutive or not, in any of the courses, laboratories, or practicum or not maintaining a 3.0 GPA in two consecutive semesters. Students under academic dismissal status must wait at least 12 months to apply for readmission to the program from which they were dismissed.

In the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, or practice for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again.

For more information, please see the Satisfactory Academic Progress Policy in the Academic Policies section of this catalog.

### **Extended Leave**

If the program faculty determines that there is a serious condition that interferes with a student's academic and/or clinical performance, the student may be placed on up to one year of extended leave. The student may return to the program without prejudice upon fulfillment of the stipulated conditions of the extended leave.

**M.S. IN COUNSELING PSYCHOLOGY  
CURRICULAR REQUIREMENTS  
(Effective for students admitted between Fall 2017 and Summer 2019)**

*Please refer to the Tuition and Fees section of this catalog for costs associated with credits, laboratories, and practices.*

The M.S. in Counseling Psychology program includes 60 credits of academic work; four practicum modules; and four seminars: Writing Skills and Case Conceptualization, Self-Care/Graduate Studies, APA Writing Style, and Psychopharmacology for Non-Prescribing Clinicians.

|   |            |
|---|------------|
| <b>AREA I. Foundation Courses</b> .....   | 27 credits |
| CPFC-500 Theories of Learning and Motivation .....                                  | 3 credits  |
| CPFC-503 Theory of Personality .....  | 3 credits  |
| CPFC-505 Ethics and Professional Conduct .....                                      | 3 credits  |
| CPFC-661 Social Psychology with Emphasis on Puerto Rico .....                       | 3 credits  |
| CPFC-628 Neuroscience Approach to Cognitive and Affective Aspects of Behavior ..... | 3 credits  |
| CPFC-536 Psychopathology for Counseling Psychology .....                            | 3 credits  |
| CPFC-540 Life Span Human Development .....  | 3 credits  |
| CPFC-568 Applied Inferential Statistics .....                                       | 3 credits  |
| CPFC-588 Theory of Tests and Test Construction .....                                | 3 credits  |
| <b>AREA II. Concentration Courses</b> .....   | 27 credits |
| CPCC-501 Theories of Counseling and Psychotherapy .....                             | 3 credits  |
| CPCC-603 Theories of Group Counseling .....   | 3 credits  |
| CPCC-502 Research Methodology for Counseling Psychologists .....                    | 3 credits  |
| CPCC-602 Cognitive Assessment for Counseling Psychology .....                       | 3 credits  |
| CPCL-602 Cognitive Assessment for Counseling Psychology (LAB) .....                 | 0 credits  |
| CPCC-605 Consultation for Counseling Psychology .....                               | 3 credits  |
| CPCC-606 Theories of Career Counseling .....  | 3 credits  |
| CPCC-607 Substance Abuse Counseling .....   | 3 credits  |
| CPCC-608 Personality Assessment with Lab .....                                      | 3 credits  |
| CPFC-553 Theory and Family Systems .....  | 3 credits  |
| <b>AREA III. Free Electives</b> .....   | 6 credits  |
| <b>AREA IV. Seminars</b> .....  | 0 credits  |
| SEMM-531 APA Writing Style .....  | 0 credits  |
| SEMM-532 Workshop on Writing Skills and Case Conceptualization .....                | 0 credits  |
| SEMM-540 Self-Care/Graduate Studies .....   | 0 credits  |
| SEMM-550 Psychopharmacology for Non-Prescribing Clinicians .....                    | 0 credits  |
| <b>AREA V. Practicums (CPCP-510, CPCP-520, CPCP-630, CPCP-640)</b> .....            | 0 credits  |
| <b>AREA VI. Master's Level Exams</b>  |            |
| CPCE-605 Master's Comprehensive Exam (First Part) .....                             | 0 credits  |
| CPCE-606 Master's Comprehensive Exam (Second Part) .....                            | 0 credits  |
| <br>Total Counseling Psychology Practicum Units- Practicum I, II, III, IV .....     | 0 credits  |
| Total Academic Credits .....  | 60 credits |
| Master's Comprehensive Examination .....  | 0 credits  |

**CURRICULAR SEQUENCE  
M.S. IN COUNSELING PSYCHOLOGY  
(Effective for students admitted between Fall 2017 and Summer 2019)**

| <b>FALL - FIRST YEAR</b> |                                 |                      |                |
|--------------------------|---------------------------------|----------------------|----------------|
| <b>Code</b>              | <b>Course Title</b>             | <b>Prerequisites</b> | <b>Credits</b> |
| CPFC-505                 | Ethics and Professional Conduct | None                 | 3              |
| CPFC-540                 | Life Span Human Development     | None                 | 3              |
| CPFC 503                 | Theory of Personality           | None                 | 3              |
| CPFC-568                 | Applied Inferential Statistics  | None                 | 3              |
| SEMM-540                 | Self-Care/Graduate Studies      | None                 | 0              |
| SEMM-531                 | APA Writing Style               | None                 | 0              |

| <b>SPRING - FIRST YEAR</b> |   |  |                |
|----------------------------|---|--|----------------|
| <b>Code</b>                | <b>Course Title</b>                                   | <b>Prerequisites</b>                   | <b>Credits</b> |
| CPFC-588                   | Theory of Tests and Test Construction                 | CPFC-568                               | 3              |
| CPCC-501                   | Theories of Counseling and Psychotherapy              | CPFC-503                               | 3              |
| CPFC-536                   | Psychopathology for Counseling Psychology             | None                                   | 3              |
| CPFC-500                   | Theories of Learning and Motivation                   | None                                   | 3              |
| SEMM-532                   | Workshop on Writing Skills and Case Conceptualization | None                                   | 0              |
| CPCP-510                   | Practicum I   | CPFC-505, CPFC-540, CPFC-503, SEMM-531 | 0              |

| <b>*SUMMER - FIRST YEAR</b> |  |                      |                |
|-----------------------------|--|----------------------|----------------|
| <b>Code</b>                 | <b>Course Title</b>                            | <b>Prerequisites</b> | <b>Credits</b> |
| CPCC-603                    | Theories of Group Counseling                   | CPCC-501, CPFC-503   | 3              |
| CPFC-661                    | Social Psychology with Emphasis on Puerto Rico | None                 | 3              |

| <b>FALL - SECOND YEAR</b> |  |                              |                |
|---------------------------|--|------------------------------|----------------|
| <b>Code</b>               | <b>Course Title</b>  | <b>Prerequisites</b>         | <b>Credits</b> |
| CPCC-502                  | Research Methodology for Counseling Psychologists                    | CPFC-568, CPFC-588           | 3              |
| CPCC-602                  | Cognitive Assessment for Counseling Psychology                       | CPFC-568, CPFC-588, CPFC-540 | 3              |
| CPCL-602                  | Cognitive Assessment for Counseling Psychology (LAB)                 | CPFC-568, CPFC-588, CPFC-540 | 0              |
| CPFC-628                  | Neuroscience Approach to Cognitive and Affective Aspects of Behavior | None                         | 3              |
| CPCP-520                  | Practicum II   | CPCP-510                     | 0              |

| <b>SPRING - SECOND YEAR</b> |   |  |                |
|-----------------------------|---|--|----------------|
| <b>Code</b>                 | <b>Course Title</b>                               | <b>Prerequisites</b>                   | <b>Credits</b> |
| CPFC-553                    | Theory and Family Systems                         | CPCP-510, CPCP-520, CPFC-536, CPCC-501 | 3              |
| CPCC-605                    | Consultation in Counseling Psychology             | None                                   | 3              |
| CPCC-608                    | Personality Assessment with Lab                   | CPFC-503, CPFC-568, CPFC-588           | 3              |
| SEMM-550                    | Psychopharmacology for Non-Prescribing Clinicians | None                                   | 0              |
| CPCP-630                    | Practicum III                                     | CPCP-510, CPCP-520                     | 0              |

| <b>*SUMMER - SECOND YEAR</b> |                     |                      |                |
|------------------------------|---------------------|----------------------|----------------|
| <b>Code</b>                  | <b>Course Title</b> | <b>Prerequisites</b> | <b>Credits</b> |
|                              | Elective Course #1  |                      | 3              |
|                              | Elective Course #2  |                      | 3              |

| <b>FALL - THIRD YEAR</b> |  |                              |                |
|--------------------------|--|------------------------------|----------------|
| <b>Code</b>              | <b>Course Title</b>                              | <b>Prerequisites</b>         | <b>Credits</b> |
| CPCP-607                 | Substance Abuse Counseling                       | CPCP-510, CPCP-520, CPCC-501 | 3              |
| CPCC-606                 | Theories of Career Counseling                    | None                         | 3              |
| CPCE-605                 | Master's Comprehensive Examination (First Part)  |                              | 0              |
| CPCE-606                 | Master's Comprehensive Examination (Second Part) |                              | 0              |
| CPCP-640                 | Practicum IV                                     | CPCP-510, CPCP-520, CPCC-630 | 0              |

\* *Course offered only in the summer term*

**M.S IN COUNSELING PSYCHOLOGY  
CURRICULAR REQUIREMENTS  
(Effective Fall 2019)**

*Please refer to the Tuition and Fees section of this catalog for the costs associated with credits, laboratories, and practicums.*

**Area I. Foundation Courses .....20 credits**

|  |           |
|--|-----------|
| PSCF-501 Ethics and Professional Conduct.....                  | 2 credits |
| PSYF-502 Life Span Human Development .....                     | 2 credits |
| PSCF-506 Cognitive and Affective Aspects of Behavior .....     | 2 credits |
| PSCF-507 Diagnostic and Interventions of Mental Disorders..... | 3 credits |
| PSYF-568 Applied Inferential Statistics .....                  | 3 credits |
| PSYF-588 Theory of Test and Test Construction.....             | 3 credits |
| PSCF-628 Neuroscience.....                                     | 3 credits |
| PSYF-630 Social Aspects of Behavior .....                      | 2 credits |

**Area II. Concentration Courses .....23 credits**

|   |             |
|---|-------------|
| PSCC-500 Theories of Counseling and Psychotherapy.....                  | 3 credits   |
| PSCC-503 Contemporary Approaches to Counseling Psychology.....          | 3 credits   |
| PSCC-504 Strengths Based Approaches to Psychotherapy .....              | 3 credits   |
| PSCC-505 Research Methodology for Counseling Psychology.....            | 2 credits   |
| PSCC-603 Cognitive Assessment for Counseling Psychology.....            | 3 credits   |
| PSCL-603 Cognitive Assessment for Counseling Psychology Laboratory..... | 1.5 credits |
| PSCC-606 Theories of Career Counseling.....                             | 3 credits   |
| PSCC-609 Personality Assessment .....                                   | 3 credits   |
| PSCL-609 Personality Assessment Laboratory .....                        | 1.5 credits |

**Area III. Electives.....10 credits**

**Area IV. Practicums .....5 credits**

|                                    |          |
|------------------------------------|----------|
| PSCP-515 Practicum I .....         | 1 credit |
| PSCP-525 Practicum II .....        | 1 credit |
| PSCP-635 Practicum III .....       | 1 credit |
| PSCP-645 Practicum IV.....         | 1 credit |
| PSCP-655 Advanced Practicum V..... | 1 credit |

**Area V. Master's Level Exams .....2 credits**

|  |          |
|--|----------|
| PSCT- 660 Master's Comprehensive Examination Part I .....  | 1 credit |
| PSCT- 670 Master's Comprehensive Examination Part II ..... | 1 credit |

**Total M.S. credits (Areas I – V).....60 credits**

**MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY (MS)  
CURRICULAR SEQUENCE  
(Effective Fall 2019)**

| <b>FIRST YEAR</b>             |   |             |  |
|-------------------------------|---|-------------|--|
| <b>First Session: FALL</b>    |   |             |  |
| Code                          | Course Title  | Credits     | Prerequisites  |
| PSCF-501*                     | Ethics and Professional Conduct                         | 2           |  |
| PSYF-502*                     | Life Span Human Development                             | 2           |  |
| PSCF-507*                     | Diagnostic and Intervention of Mental Disorders         | 3           | Concurrent with PSCC-500, PSCF-507, PSYF-502, PSCF-501                         |
| PSCC-500*                     | Theories of Counseling and Psychotherapy                | 3           | Concurrent with PSCF-501, PSYF-502, PSCF-507, PSCP-515                         |
| PSCP-515*                     | Practicum I   | 1           | Concurrent with PSCF-501, PSYF-502, PSCC-500, PSCF-507                         |
| <b>TOTAL</b>                  |   | <b>11</b>   |  |
| <b>Second Session: SPRING</b> |   |             |  |
| Code                          | Course Title  | Credits     | Prerequisites  |
| PSYF-568*                     | Applied Inferential Statistics                          | 3           |  |
| PSCF-628*                     | Neuroscience  | 3           |  |
| PSYF-630*                     | Social Aspects of Behavior                              | 2           |  |
| PSCC-503*                     | Contemporary Approaches to Counseling and Psychotherapy | 3           | PSCF-501, PSYF-502, PSCC-500   |
| PSCP-525*                     | Practicum II  | 1           | PSCP-515, PSCF-501, PSYF-502, PSCC-500, PSCF-507<br>Concurrent with PSCC-503,  |
| <b>TOTAL</b>                  |   | <b>12</b>   |  |
| <b>Third Session: SUMMER</b>  |   |             |  |
| Code                          | Course Title  | Credits     | Prerequisites  |
| PSCF-506*                     | Cognitive and Affective Aspects of Behavior             | 2           |  |
| PSCC-606                      | Theories of Career Counseling                           | 3           | PSCF-501, PSYF-502   |
| <b>TOTAL</b>                  |   | <b>5</b>    |  |
| <b>TOTAL FIRST YEAR</b>       |   | <b>28</b>   |  |
| <b>SECOND YEAR</b>            |   |             |  |
| <b>First Session: FALL</b>    |   |             |  |
| Code                          | Course Title  | Credits     | Prerequisites  |
| PSCC-504*                     | Strengths Based Approaches to Psychotherapy             | 3           | PSCC-503   |
| PSYF-588*                     | Theory of Test and Test Construction                    | 3           | PSCF-501, PSYF-568   |
| PSCC-603*                     | Cognitive Assessment                                    | 3           | PSCF-501, PSYF-502, PSYF-568, PSCF-506, PSCF-507 Concurrent PSYF-588, PSCL-603 |
| PSCL-603*                     | Cognitive Assessment Laboratory                         | 1.5         | Concurrent PSCC-603  |
| PSCP-635*                     | Practicum III   | 1           | PSCP-525,<br>Concurrent with PSCC-504  |
| <b>TOTAL</b>                  |   | <b>11.5</b> |  |

| <b>Second Session: SPRING</b> |  |            |  |
|-------------------------------|--|------------|--|
| Code                          | Course Title                               | Credits    | Prerequisites  |
| PSCC-609*                     | Personality Assessment                     | 3          | PSCC-603, PSCL-603                                       |
| PSCL-609*                     | Personality Assessment Laboratory          | 1.5        | Concurrent PSCC-609                                      |
| PSCC-505                      | Research Methodology                       | 2          | PSYF-588   |
| PSCP-645*                     | Practicum IV                               | 1          | PSCP-635, PSCC-603, PSCL-603, PSCC-504                   |
|                               | <b>TOTAL</b>                               | <b>7.5</b> |  |
| <b>Third Session: SUMMER</b>  |  |            |  |
| Code                          | Course Title                               | Credits    | Prerequisites  |
| PSCT-660                      | Master's Comprehensive Examination Part I  | 1          | Prerequisites: all courses with *<br>Concurrent PSCT-670 |
| PSCT-670                      | Master's Comprehensive Examination Part II | 1          | Prerequisites: all courses with *<br>Concurrent PSCT-660 |
|                               | Elective                                   | 2          |  |
|                               | <b>TOTAL</b>                               | <b>4</b>   |  |
|                               | <b>TOTAL SECOND YEAR</b>                   | <b>23</b>  |  |
| <b>THIRD YEAR</b>             |  |            |  |
| <b>First Session: FALL</b>    |  |            |  |
| Code                          | Course Title                               | Credits    | Prerequisites  |
|                               | Electives                                  | 8          |  |
| PSCP-655                      | Advanced Practicum V                       | 1          | PSCP-645, PSCC-609, PSCL-609                             |
|                               | <b>TOTAL</b>                               | <b>9</b>   |  |
|                               | <b>TOTAL MS CREDITS</b>                    | <b>60</b>  |  |

**M.S. IN COUNSELING PSYCHOLOGY  
COURSE DESCRIPTIONS**

**PSCF-501 ETHICS AND PROFESSIONAL CONDUCT (2 credits)**

**PREREQUISITES:** None

This course introduces topics related to ethical and legal issues and professional conduct in the practice of counseling psychology. Analysis of value conflicts (including those that may reflect different cultural orientations), decision-making, maintenance of high professional standards, confidentiality, and standards for human research are some of the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and license requirements, will also be discussed.

**PSYF-502 LIFE SPAN HUMAN DEVELOPMENT (2 credits)**

**PREREQUISITES:** None

The course reviewed theories and research in human growth and lifespan development. Students will review the biological, genetic, historical, sociocultural, economic, and psychological foundations of human development. Emphasis will be given to biological, social, emotional, and intellectual factors of normative development. Puerto Rican cultural factors in child rearing and development will be discussed. The topic of individual differences is emphasized throughout all units of the course. Students will be assisted in developing the knowledge and skills to apply the concepts acquired during the course in their clinical and research practice as psychologists.

**PSCF-506 COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR (2 credits)**

**PREREQUISITES:** None

This course will provide a review on current research and the major theories of cognition and affective processes that influence behavior. Topics include perception, attention, memory, learning, problem solving, reasoning, language, and emotion. Applications of these processes to clinical assessment and intervention are discussed. Each will be discussed from their biological, social, and psychological perspective and will likewise explore the clinical applications and implications of the findings in counseling psychology. Discussion of different pathologies and deficits related to the cognitive and affective aspects of behavior will be addressed.

**PSCF-507 DIAGNOSTIC AND INTERVENTION OF MENTAL DISORDERS (3 credits)**

**PREREQUISITES:** None

**COREQUISITES:** PSCC-500, PSYF-502, PSCF-501, PSCP-515

This course is designed to aid the student to become proficient in the understanding and application of psychopathology concepts considering the most recent Diagnostic and Statistical Manual of Mental Disorders and the pharmacological treatment corresponding to each psychological disorder. The student will be exposed to a critical view of the dysfunctional behavior classification using the DSM V diagnostic system, diagnostic interviews, assessment, including the mental status examination, bio psychosocial history, and treatment planning. Emphasis on differential diagnosis and understanding of how cultural, biological, social, psychopharmacology and psychological factors are necessary in an integral and ethical model of assessment and treatment planning.

**PSYF-568 APPLIED INFERENTIAL STATISTICS (3 credits)**

**PREREQUISITES:** None

The course offers an introduction to inferential statistics in the context of psychological research. Students learn about appropriate parametric and non-parametric tests for different research designs and types of data collected. The topics covered include hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, the t-distribution, Chi square, and the U test, among others. A concurrent statistics lab will be required.



**PSYF-588 THEORY OF TEST AND TEST CONSTRUCTION (3 credits)****PREREQUISITES:** PSCF-501, PSYF-568,

This course presents the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales, with emphasis on the role of the professional in measuring behavior in the social sciences. Students will apply knowledge from the course to construct their own assessment instruments.

**PSCF-628 NEUROSCIENCE (3 credits)****PREREQUISITES:** None

This course provides a review of the major theories of cognition and affective aspects of behavior. The course will include a description of the physiological processes of human behavior, such as the structure of the neurological system, sensory systems, synaptic chemistry, and electrophysiology of encephalon. This course will also present different pathologies and deficits related to the cognitive and affective aspects of behavior.

**PSYF-630 SOCIAL ASPECTS OF BEHAVIOR (2 credits)****PREREQUISITES:** None

This course focuses on the theoretical bases of social psychology. Emphasis will be given to the relation between social psychology and behavior. The course will explore the extent to which social psychology is subject to variation within different cultural contexts. Relevant research concerning these topics will be analyzed in the existing literature. A socio-historical analysis will be considered also taking into consideration the colonial influence of the United States in Puerto Rico.

**PSCF-700 HISTORY AND SYSTEMS OF PSYCHOLOGY (2 credits)****PREREQUISITES:** None

This course reviews systems of psychological thought from an historical perspective as well as current psychological trends and fields of study. Special consideration is given to the development of discipline as a science from 1839 to the present. The philosophical development of the discipline in Puerto Rico and Latin America will also be reviewed.

**PSCC-500 THEORIES OF COUNSELING AND PSYCHOTHERAPY (3 credits)****PREREQUISITES:** None**COREQUISITES:** PSCC-500, PSYF-502, PSCF-507, PSCP-515 PSCF-501

This course is designed to provide students with an opportunity to gain knowledge of the major theories, empirical foundations, and applications of counseling, psychotherapy, and personality theories and to familiarize themselves with the client conceptualization and treatment techniques used in each of the theories. Students will compare the major theories of counseling, psychotherapy in terms of their founders, views of human nature, personality, psychopathology, goals, therapeutic strategies, effectiveness, criticisms, multicultural applications, and future directions.

**PSCC-503 CONTEMPORARY APPROACHES TO COUNSELING PSYCHOLOGY (3 credits)****PREREQUISITES:** PSCC-500, PSYF-502, PSCF-501

This course is designed to provide students with an opportunity to gain knowledge of the major contemporary theories and their personality theories, their empirical foundations, and their applications in counseling and psychotherapy. Students will compare the major theories of counseling, psychotherapy in terms of their founders, views of human nature, personality, psychopathology, goals, therapeutic strategies, effectiveness, criticisms, multicultural applications, and future directions.

**PSCC-504 STRENGTHS BASED APPROACHES TO PSYCHOTHERAPY (3 credits)****PREREQUISITES:** PSCC-503

Study of the strengths-based approaches in counseling and psychotherapy that focuses on the inherent strengths and resourcefulness of individuals that help clients to build on their best qualities, strengths and to improve their character and worldview. Students will assess and apply core concepts, assessment strategies, interventions, techniques, and research to enhance character strengths, positive emotions and mindset, prosocial behaviors, and well-being in their diverse clients.

**PSCC-505 RESEARCH METHODOLOGY (2 credits)****PREREQUISITES:** PSYF-588

The purpose of this course is to prepare students to be informed consumers of research literature and to provide foundational information for their efforts to be authors of research projects (e.g., dissertation, articles, and conference papers). The course is designed to introduce graduate students to the information and skills needed to critique and conduct research in counseling psychology. Instruction will include the essential procedures and concepts needed for the entire research process, from identifying the problem to writing the research report. Research techniques commonly used in counseling psychology will be introduced so that the student can develop an understanding of psychological research. The focus will be conceptual rather than computational. Statistical techniques will be dealt with to some degree since they are essential for designing and interpreting research.

**PSCC-603 COGNITIVE ASSESSMENT (3 credits)****PREREQUISITES:** PSCF-500, PSYF-502, PSYF-568, PSCF-506, PSCF-507**CONCURENT:** PSYF-588, PSCL-602

This course provides fundamental knowledge about measurement and assessment theories specific to the field of intelligence. The basic principles of the application of measurement techniques will be studied and assessed as they relate to the administration, correction, and interpretation of intelligence tests to make full and comprehensive assessments. Some of the most important and current theories of cognitive development will also be discussed. Students are expected to develop skills in the administration, scoring, and clinical interpretation of the Wechsler Scales, the Raven Progressive Matrices, Bender Gestalt II, DHP, and Vineland Adaptive Behavior Scale II. Cultural factors influencing psychological assessment and suitability for Hispanic minorities are analyzed. This is a laboratory course.

**PSCL-603 COGNITIVE ASSESSMENT LABORATORY (1.5 credits)****CONCURENT:** PSYF-588, PSCL-603

This practice-based course will provide students with the skills to administer, interpret, and report the results of a battery of tests. Students will learn how to conduct a comprehensive assessment of the cognitive functioning of children, adolescents, and adults, with emphasis on the evaluation of intelligence using standardized and validated tests for Puerto Rico.

**PSCC-606 THEORIES OF CAREER COUNSELING (3 credits)****PREREQUISITES:** PSYF-502, PSCF-501

This is a foundational course dedicated to theoretical and applied topics in career development and career counseling. The course introduces students to career development theories, career counseling procedures and techniques, career assessment tools, career development planning, and sources of occupational information. Emphasis is placed on empirically based theories, theoretically based counseling interventions, and current issues in work and vocational counseling.

**PSCC-609 PERSONALITY ASSESSMENT (3 credits)****PREREQUISITES:** PSCC-603, PSCL-603**COREQUISITE:** PSCL-609

This course provides a critical analysis of the major theories of personality assessment and its application to measurement in different developmental levels relevant to the practice of counseling psychology. Assessments of wellness and third wave cognitive behavioral models will be reviewed. Students develop skills in the administration and clinical interpretation of objective personality and projective tests. Cultural sensitivity to the Puerto Rican population and other ethnic minorities will be considered, as well as research issues related to measurement and testing. Students will also have weekly practice sessions during class.

**PSCL-609 PERSONALITY ASSESSMENT LABORATORY (3 credits)****PRE-REQUISITES:** PSCC-603, PSCL-603**CO-REQUISITES:** PSCC-609

This course provides a critical analysis of the major theories of personality assessment and its application to measurement in different developmental levels, relevant to the practice of counseling psychology. The student is expected to develop skills in the administration and clinical interpretation of objective personality tests. Cultural sensitivity to the Puerto Rican population and other ethnic minorities will be considered, as well as research issues related to measurement and testing.

**PSCP-515 PRACTICUM I (1 credits)****PREREQUISITES:** None**COREQUISITES:** PSCC-500, PSYF-502, PSCF-501, PSCF-507

This practicum will increase students' knowledge and competencies related to intellectual skills, interpersonal and professional attitudes and relationships, therapeutic alliances, professional performance, counseling psychology professional identity, and self-care. An overview will be provided of professional ethics, counseling psychology values, wellness and prevention models, clinical documentation, and the initial stages of the therapeutic process. The practicum will focus on basic training and the clinical experience of the initial interview, including mental status, psychosocial history, and diagnosis. During the practice experience, students will participate in training and activities related to their practice scenarios (case discussions, conferences, presentations, and workshops, among others). Students are expected to perform at the apprentice competency level (novice).

**PSCP-525 PRACTICUM II (1 credits)****PREREQUISITES:** PSCP-515, PSCC-500, PSYF-502, PSCF-501, PSCF-507**COREQUISITES:** PSCC-503

This practicum continues training on interpersonal relationships and therapeutic alliances. Professional performance skills advancement is provided through the practicum. Case conceptualization, diagnosis, treatment plans, evaluation, assessment, interventions, and clinical documentation will be discussed and practiced. Emphasis will be placed on evidence-based interventions within the complementary and integrative wellness and health model. During the practicum, students will participate in training and activities related to their practice scenarios (case discussions, conferences, presentations, and workshops, among others). At the end of the practicum, students must perform at the intermediate competency level.

**PSCP-635 PRACTICUM III (1 credits)****PREREQUISITES:** PSCP-525**COREQUISITES:** PSCC-504

Through this supervised practice, students will offer direct services to assigned clients in clinical, community, hospital, or educational settings, refining and integrating the assessment and therapeutic skills developed during the previous practicum and focusing on conceptualization, diagnostic formulation, intervention, and treatment planning skills. Students will integrate scientific knowledge and clinical practice, incorporating evidence-based models with diverse populations. During the practicum, students will participate in training and activities related to their practice scenarios (case discussions, conferences, presentations, and workshops, among others). This practicum will serve to strengthen skills at the intermediate level.

**PSCP-645 PRACTICUM IV (1 credits)****PREREQUISITES:** PSCP-635, PSCC-603, PSCL-603, PSCC-504

This practicum continues training students in clinical competencies focused on conceptualization, diagnostic formulation, intervention, and treatment planning skills through placements at different clinical settings. Students will also practice assessment and evaluation skills through the administration, correction, interpretation, and integration, in a professional psychological report, of normative intelligence, perceptual, and adaptive tests results. Students will continue integrating scientific knowledge and clinical practice, incorporating evidence-based models with an emphasis on third-generation therapies, contextual behavioral therapies, and acceptance and mindfulness theoretical models and strategies. Interventions will focus on the integration of wellness and strengths-based models, complementary and integrative health, and health prevention and promotion strategies. During this supervised practice, clinical competencies will be strengthened at the advanced level. During the practicum, students will participate in training and activities

related to their practice scenarios at Albizu University and elsewhere, such as case discussions, conferences, presentations, and workshops, among others.

**PSCP-655 ADVANCED PRACTICUM V (1 credits)PREREQUISITE:**

PSCP-645, PSCC-609, PSCL-609

The purpose of this supervised practicum is to provide students with intermediate to advanced level professional training and continued experiences regarding individual's clinical interventions and/or career interventions, and others clinical competencies regarding conceptualization, diagnosis, and treatment plan skills. The students will integrate knowledge, competence and skills by incorporating different evidence-based models and strategies. Application of evidence-based therapies, integrative health model, prevention, strength-based approaches, complementary therapies, and contextual therapies in their clinical work is expected. Administration, scoring, clinical interpretation, and report writing of standardized cognitive and personality assessment, visual motor coordination tests, and adaptive behavior tests will be performed. Students will provide direct intervention and evaluation services to clients in different mental health scenarios. During the practicum, students will participate in training and activities related to their practice scenarios at Albizu University and elsewhere, such as case discussions, conferences, presentations, and workshops, among others.

**PSCT-660 MASTER'S COMPREHENSIVE EXAMINATION (FIRST PART) (1 credits)**

**PREREQUISITES:** PSCF-500, PSYF-502, PSCF-507, PSCC-501, PSCP'515, PSYF-568, PSCF-628, PSCC-503, PSCP-525, PSCF-506, PSCC-504, PSYF-588, PSCC-603, PSCL-603, PSCP-635, PSCC-609, PSCL-609, PSCP-645

**COREQUISITES:** PSCT-670

**PSCT-670 MASTER'S COMPREHENSIVE EXAMINATION (SECOND PART) (1 credits)**

**PREREQUISITES:** PSCF-500, PSYF-502, PSCF-507, PSCC-501, PSCP'515, PSYF-568, PSCF-628, PSCC-503, PSCP-525, PSCF-506, PSCC-504, PSYF-588, PSCC-603, PSCL-603, PSCP-635, PSCC-609, PSCL-609, PSCP-645

**CORREQUISITES:** PSCT-660

## MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY

### MISSION

The mission of the Master of Science in School Psychology program at Albizu University, San Juan Campus, and Mayagüez University Center, is to prepare students for the profession of school psychologist through a coordinated sequence of courses, practice experience in a diversity of settings relevant to the profession, research, and interactions with faculty, students, and supervisors. The program also contributes to the development of professionals capable of performing school interventions geared towards enhancing the quality of life of those who seek their assistance.

### TRAINING MODEL

The philosophy of the School Psychology Program of the Albizu University is guided by the NASP Model for Comprehensive and Integrated School Psychological Services, also known as the *NASP Practice Model*, and represents the official policy of the National Association of School Psychologists (NASP) with respect to the provision of school psychological services. The NASP Practice Model is one of the four main parts of the 2020 NASP Professional Standards. This delineates what services can reasonably be expected from school psychologists in the 10 areas of practice and the general framework within which services should be provided. The implementation of this model is best suited for training of school psychologists which primary role is providing adequate and comprehensive services considering local and cultural needs.

### TRAINING GOAL

The main goal of the MS in School Psychology program is:

1. To guide students in applying knowledge, assessment skills and intervention skills to the practice in school settings in a culturally and ethically appropriate manner.

### NATIONAL CERTIFICATION IN SCHOOL PSYCHOLOGY (NCSP) REQUIREMENTS:

The National Association of School Psychologists (NASP) allows graduates from non-accredited schools, like Albizu University, to apply for national certification. To apply for certification, a candidate must meet the following requirements (for more details go to [www.nasponline.org](http://www.nasponline.org)):

**Coursework Requirement:** Completion of a 60-graduate semester/90 quarter hours of study through an organized program of study that is officially titled "School Psychology." At least 54 graduate semester/81 graduate quarter hours must have been exclusive of credit for the supervised internship experience.

**Internship:** Successful completion of a 1200-hour internship in school psychology, of which at least 600 hours must be in a school setting. The internship must be recognized through institutional (transcript) documentation. Additional information is available from the NASP website.

**Examination:** Applicants must achieve a passing score (165) on the National School Psychology Examination administered by the Educational Testing Service. Test scores remain valid for nine (9) years after the test. Test scores older than nine (9) years are considered expired and would require the re-taking of the examination. The School Psychologist test, code 10401, is administered through the Praxis Series of Educational Testing Service. ETS's Tests briefly contains content outlines, sample questions with rationale for the best answers, and test-taking strategies.

**Internship Portfolio:** A portfolio is a systematic and organized collection of evidence related to the knowledge and professional competencies of a candidate. The portfolio is used to demonstrate that interns possess the specific professional competencies expected in the School Psychology Program. The portfolio's content will include samples of work completed during the program, as well as work created specifically for the portfolio.

(The Portfolio will only be reviewed when all aspects of the application are complete). Each copy of the

Portfolio must include:

- Table of Contents (also provide section tabs)
- All application forms
- Demonstration of knowledge and professional competency in each of the 10 domains of professional practice
- A matrix across the 10 domains which documents formal graduate-level training experiences for each domain.
- Copies of transcript(s)
- Syllabi for all courses at time of course completion, or if syllabi not available, content verification form
- NCSP Case Study

## **PROGRAM COMPETENCIES**

Students will develop the following competencies through the program:

### **Competency # 1 Research**

- 1.1. Learn theories and current relevant research for the understanding of biological, developmental, cognitive, affective, and social aspects of behavior.
- 1.2. Acquire knowledge regarding statistics, measurement, research design, data collection and analysis to current situations pertinent to school, family and community environmental problems affecting student academic, socio-emotional, and behavioral development.
- 1.3. Apply knowledge of current research practices and techniques to data collection and analysis to attend diverse population needs and implement prevention strategies to attend current socio-emotional, behavioral, and academic needs.
- 1.4. Demonstrate the skills corresponding to data collection methods through assessment of academic skills considering biological, cultural, and social influences; human learning and cognition, developmental processes; and evidence-based curricula and instructional strategies.

### **Competency # 2 Ethical and Legal Standards**

- 2.1 Understand and apply ethical principles and professional standards regarding the National Association of School Psychological (NASP), American Psychological Association (APA), and the Examining Boards of Psychologist of Puerto Rico Principles and Codes of Ethics to ethical dilemmas in clinical practice and data decision making.
- 2.2 Apply and integrate national and federal laws, rules, regulations, and professional standards and guidelines relevant to health service psychology to clinical practice and in data decision making.
- 2.3 Integrate knowledge of current ethical and legal practices and demonstrate sensitivity in working with diverse populations.

### **Competency # 3 Individual and Cultural Diversity**

- 3.1 Identify and understand their own personal/cultural history, attitudes, and biases that may have an impact in their relationship with others, and in their professional work.
- 3.2 Demonstrate and apply current empirical knowledge pertinent to work with diverse populations, including the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and to apply this approach effectively in their professional work.

### **Competency # 4 Professional Values, Attitudes and Behaviors**

- 4.1 Model professional behavior and interpersonal skills, reflecting values and attitudes related to

sensibility and empathy for working with diverse population.

4.2 Acquire the capacity to understand and work with a diverse array of situations affecting school, family, and community, defending, and making their best interests a priority.

4.3 Engage in self-reflective practices and demonstrate openness and flexibility to feedback and supervision.

### **Competency # 5 Communication and Interpersonal Skills**

5.1 Develop, maintain, and model positive interpersonal relationships, and effective conflict management with individuals including colleagues, school personnel, communities, supervisors, supervisors, supervisors, supervisees, and clients.

5.2 Demonstrate appropriate oral, nonverbal, and written communication skills focused on projecting informative, well-integrated information through the application of professional language concepts.

### **Competency # 6 Assessment**

6.1 Learn intervention theories relevant for the understanding of biological, developmental, cognitive, affective, and social aspects of learning.

6.2 Integrate the knowledge of various methods of psychological and educational assessment and data collection corresponding to all aspects of service delivery through a systematic and comprehensive process of effective decision making and problem solving.

6.3 Evaluate the effectiveness and/or need for modifications to school-based interventions or programs and conduct valid and reliable assessments for the purpose of identifying student's eligibility for special education services.

### **Competency # 7 Intervention**

7.1 Learn intervention theories and intervention models relevant for the understanding of biological, developmental, cognitive, affective, and social aspects of behavior.

7.2 Apply assessment data to implement evidence-based instructional, mental, and behavioral health services corresponding to students' progress towards meeting academic and behavioral goals.

7.3 Integrate assessment data to implement evidence-based instructional, mental, and behavioral health services corresponding to students' progress towards meeting academic and behavioral goals.

7.4 Evaluate intervention effectiveness, goals, and methods consistent with the ongoing evaluation and make adaptations as needed considering school and family integration and influences.

7.5 Apply biological, cultural, developmental, and social influence knowledge to behavioral and academic interventions following evidence-based practices that promote learning and mental health.

7.6 Implement evidence-based interventions through system level services to promote socio-emotional functioning, and mental-behavioral health considering biological, cultural, developmental, and social influences.

### **Competency # 8 Consultation and Interprofessional/Interdisciplinary skills**

8.1 Demonstrate skills to support families' influences on student's learning and mental and behavioral health through the design, implementation and evaluation of services that respond to student's diversity and facilitate family and school partnerships and community interactions for the best interest of the children and adolescents.

8.2 Apply skills relevant to consulting, collaborating, and communicating effectively with individuals,

families, schools, and systems involved in the promotion of the effective implementation of services.

- 8.3 Implement evidence-based interventions that correspond to the identification of benchmarks for all students, instructional strategies, and research in curriculum, which will improve students learning.
- 8.4 Understand the organizational and structural aspects of the school setting as a system, and apply evidence-based practices, general special education, and technology resource knowledge to promote learning and mental and behavioral health.

## **PROGRAM OBJECTIVES**

The program will train future school psychologists to consider the environmental influences of the family, school-parent collaboration, relationship with peers, community, school, work, public policy, and culture. To conclude, the philosophical approach of the Program will be demonstrated through its goals and objective in conjunction with the institutional goals and objective. The philosophical approach is envisioned within the following areas:

1. Evidence knowledge in the basic areas of psychology: Biological, cognitive, affective, social, developmental, historic, ethical, and legal bases of human behavior.
2. Examine and evaluate the basics principals of psychology test.
3. Develop comprehensive skills in individual, group, and family interventions.
4. Develop comprehensive skills and a thought knowledge of and ability to apply ethical principles and professional standards to school psychology practice.
5. Understand and demonstrate skills related to cultural sensitivity and individual differences with social responsibility and commitment.
6. Develop the skills to be discerning consumers of scholarly works and research, including studies of evidence-based intervention.
7. Develop positive attitude towards introspection and feedback as a manner of personal and professional growth.
8. Apply knowledge and skills of schools training in the development of seminars and workshops.

## **SCHOOL PRACTICUM TRAINING**

The program has two practices in school psychology prior to the internship experience. In the module of School Psychology Practice, I, the main objective is to develop practical skills for the administration, calibration and interpretation of assessment tools that measure cognitive, academic, behavioral, social, and emotional areas in school-age individuals. In turn, the module School Psychology Practice II, focuses on practitioners gaining experience in therapeutic interventions with children/adolescents in mental health settings, schools, etc., with an emphasis on behavioral techniques, academic interventions, counseling, and ~~bf~~ psychotherapy. In both modules the didactic and clinical experiences are oriented towards the development of personal, interpersonal and communication skills, together with a basic ability of initial interview and conceptualization of cases. Students will apply methods of data collection, data-driven decision making, and problem-solving models (i.e., three-tiered model and Response to intervention) to design and implement their interventions.

Once the practitioner approves the two practices in school psychology, they will begin an internship of 1,200 in school psychology, of which at least 600 hours must be in a school setting. In the internship they will be carrying out evaluations, interventions, and consultation within the general school environment. The main goal of the internship is to implement essential principles of classroom instruction and methods to detect and evaluate academic performance, critical learning skills, and the school environment. Students will apply methods of data collection and clinical knowledge, including structured observation, standardized test administration, formal and informal evaluation skills, and curriculum and curriculum-based assessment.



## SCHOOL PRACTICUM HOURS

The expected amount of clinical practice hours is detailed in the following table:

| Practicum Level                | Minimum Requirements    | Group Supervision Hours (Weekly) | Hours in School Settings | Professional Development | Didactic Hours | Total |
|--------------------------------|-------------------------|----------------------------------|--------------------------|--------------------------|----------------|-------|
| School Psychology Practicum I  | Psychometric Case Study | 30<br>(2 hours)                  | 35                       | 15                       | 20             | 100   |
| School Psychology Practicum II | Intervention Case Study | 30<br>(2 hours)                  | 35                       | 15                       | 20             | 100   |

| Internship Phase     | Requirement   | Individual Supervision Hours (Weekly) | Minimum Required Activities  | Total Hours                            |
|----------------------|---|---------------------------------------|--|--|
| Fall (15 weeks)      | Field-based full-time work  | 76<br>(2hrs Weekly)                   | <ul style="list-style-type: none"> <li>• 8 assessments (psychometric, emotional, psycho-educational)</li> <li>• 8 interventions (socio-emotional, academic)</li> <li>• Consulting project</li> </ul> | 1,200 hours<br>(600 in school setting) |
| Spring (15 weeks)    |   |                                       |  |  |
| Summer (8 weeks)     |   |                                       |  |  |
| Internship Portfolio | A portfolio is a systematic and organized collection of evidence related to the knowledge and professional competencies of a candidate. The portfolio is used to demonstrate that interns possess the specific professional competencies expected in the School Psychology Program. The portfolio's content will include samples of work completed during |                                       |  |  |

### PROGRAM LENGTH AND RESIDENCY REQUIREMENTS

The program is designed to be completed in two-and-a-half years, at least one year of which must be in full-time residence at the San Juan Campus or Mayagüez University Center. Candidates must complete all the program requirements within four years from the date of admission.

### STUDENT PERFORMANCE EVALUATION, FEEDBACK, AND ADVISEMENT

Each M.S. student receives a written evaluation once a year via the following two documents:

- Clinical Progress Report
- Academic Progress Report

These documents provide information on all aspects of the students' performance. The clinical process report is personally handed to each student by his or her supervisor and is also sent to the student by email. The student must sign a document stating that the clinical progress report was received. The academic progress report is sent by email to each student. Copies of both reports are placed in the student's record at the Program Department. During a semester period, the faculty and clinical supervisors provide ongoing feedback to students on their clinical competencies. All courses and clinical practices include mid- and end-of-term formal written evaluations of competencies. If areas of difficulty are identified, faculty or supervisors document specific recommendations or remedial activities that should be accomplished during the next session. Students are encouraged to discuss academic problems as well as their end of semester feedback with the faculty advisor.

Every student meets with his or her advisor to monitor academic and clinical progress and to prepare for the next semester. The student advisor is responsible for assuring timely completion of program requirements.

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documents

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having completed a bachelor's degree in a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average** of 3.00 on a 4.00 scale.
3. **Official Transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases, where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*
4. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official recommendation form:*  
  
Spanish version:  
  
<https://www.albizu.edu/wp-content/uploads/2020/06/CARTA-DE-RECOMENDACION-EN-ESPA%C3%91OL-SJU-Rev.2019.pdf>  
  
English version:  
  
[https://www.albizu.edu/wp-content/uploads/dlm\\_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf](https://www.albizu.edu/wp-content/uploads/dlm_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf)
5. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
6. An original **Health Certificate**, no more than one-year-old.
7. Proof of **Hepatitis B vaccination**
8. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
9. Results of an **interview with program faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the M.S. in School Psychology program faculty.
10. A **Statement of Purpose**, written at the time of the interview (for those candidates invited for an interview). The statement of purpose serves to verify the candidate's interest in the M.S. in

School Psychology program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.

11. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <https://www.albizu.edu/international-students/>
12. **Any additional documents** that may be required by the M.S. in School Psychology program at a future date, as specified at the time of application to the program.

The program reserves the right to admit candidates with exceptional characteristics.

### **Admission Procedures**

1. Candidates must submit all required documents by the established deadline.
2. The Admissions Committee will prepare an initial evaluation for every applicant and will assign a preliminary score to each one based on the criteria and relative values established by the M.S. in School Psychology program. Candidates who qualify will receive an invitation for an interview with program faculty.
3. Selected applicants will be informed of the place, time, and day of the interview.
4. The Admissions Committee will complete the evaluation process of each candidate who has been interviewed and assign a final score based on the criteria and relative values established by the program.
5. A letter of notification with the determination of the Admissions Committee will be sent to each applicant.

### **IDENTITY VERIFICATION**

All admitted students are required to present a current ID card for identity verification purposes.

### **REQUIREMENTS FOR THE M.S. IN SCHOOL PSYCHOLOGY DEGREE**

1. A cumulative grade point average (CGPA) of 3.00 or higher on a 4.00 scale.
2. Completion of a minimum of one year of full-time residency in the program.
3. Satisfactory completion of 54 credits.
4. Grades of "B" or higher in all courses.
5. Satisfactory completion of at least 1,400 hours of practicum, including SPRA-501, SPRA-502, Internship in school settings.
6. Satisfactory completion of the Comprehensive Examination with no more than three (3) NPs.
7. No more than one (1) NP, W, or AW in any seminar, laboratory, or practicum.
8. No more than one (1) NP, W, or AW in thesis, whether consecutive or not.
9. Fulfillment of all institutional obligations.

10. Good standing in the program, i.e., no disciplinary action pending or academic or practicum probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again.
11. Recommendation from the program faculty for the master's degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*.

**M.S. IN SCHOOL PSYCHOLOGY  
CURRICULAR REQUIREMENTS  
(Effective for students admitted between Fall 2016 and Summer 2019)**

*Please refer to the Tuition and Fees section of this catalog for costs associated with credits, laboratories, and practices.*

**Fundamentals in Psychology (12 credits)**

|   |           |
|---|-----------|
| SPSC-515 Theories of Personality and Psychotherapy .....                            | 3 credits |
| SPSF-540 Life Span Human Development.....   | 3 credits |
| SPSF-628 Neuroscience Approach to Cognitive and Affective Aspects of Behavior ..... | 3 credits |
| SPSF-661 Social Psychology with Emphasis on Puerto Rico .....                       | 3 credits |

**Fundamentals in Education (9 credits)**

|  |           |
|--|-----------|
| SPSF-500 Theories of Learning and Motivation .....                       | 3 credits |
| SPSF-662 Reading and Writing Disorder: Assessment and Intervention ..... | 3 credits |
| SPSF-679 Educational Psychology .....                                    | 3 credits |

**Research (6 credits)**

|  |           |
|--|-----------|
| SPSC-625 Introduction to Scientific Research ..... | 3 credits |
| SPSF-568 Applied Inferential Statistics .....      | 3 credits |

**Evaluation (9 credits)**

|   |           |
|---|-----------|
| SPSF-588 Theory of Tests and Test Construction..... | 3 credits |
| SPSC-501 Cognitive-Academic Assessment.....         | 3 credits |
| SPSC-502 Social-Behavioral Assessment.....          | 3 credits |

**Direct Intervention (12 credits)**

|   |           |
|---|-----------|
| SPSF-656 Child Psychopathology .....                                      | 3 credits |
| SPSC-506 Crisis and Trauma Response and Interventions with Children ..... | 3 credits |
| SPSC-504 Psychoeducational Interventions with Children .....              | 3 credits |
| SPSF-626 Social-Emotional and Behavioral Interventions .....              | 3 credits |

**Indirect Intervention: Electives (3 credits)**

|   |           |
|---|-----------|
| SPSE-508 Positive Behavioral Support and Classroom Intervention.....                                  | 3 credits |
| SPSE-510 Theories of Counseling and Psychotherapy .....   | 3 credits |
| SPSE-511 Theories of Group Counseling .....   | 3 credits |
| SPSE-600 Child Psychotherapy.....   | 3 credits |
| SPSE-635 Cultural Diversity: Minority Groups and Multiple Interventions<br>in the United States ..... | 3 credits |

**Professional Practice of School Psychology (9 credits)**

|  |           |
|--|-----------|
| SPSC-509 School and Family Systems .....                                 | 3 credits |
| SPSC-507 Consultation in Educational Settings .....                      | 3 credits |
| SPSC-505 Professional and Ethical Functions of School Psychologists..... | 3 credits |

**Practicums**

|   |           |
|---|-----------|
| SPRA-510 Introduction to School Psychology Practicum.....   | 0 credits |
| SPRA-511 Writing Skills, Case Conceptualization, Special Education, Inclusion,<br>Accommodations, and IEPs..... | 0 credits |
| SPRA-512 Advanced Conceptualization and Diagnostic Practicum .....  | 0 credits |
| SPRA-520 Assessment Practicum for School Psychology .....   | 0 credits |
| SPRA-530 Intervention Practicum for School Psychology.....  | 0 credits |
| SPRA-540 Practicum in School Setting .....  | 0 credits |

**Seminars**

|                                 |           |
|---------------------------------|-----------|
| SEMM-531 APA Writing Style..... | 0 credits |
|---------------------------------|-----------|

**Note: Students must select either the Comprehensive Examinations track or the Master Thesis track. See relevant courses below.**

**Comprehensive Examinations**

SPCE-605 Master's Comprehensive Examination – Part I ..... 0 credits  
SPCE-606 Master's Comprehensive Examination – Part II ..... 0 credits

**Scientific Research**

Master Thesis I ..... 0 credits  
Master Thesis II ..... 0 credits

Total Academic Credits ..... 60 credits

Total Practicum Units- Practicums SPRA-510, -511, -512, -520, -530, -540 0 credit

**M.S. IN SCHOOL PSYCHOLOGY  
CURRICULAR SEQUENCE  
(Effective for students admitted between Fall 2016 and Summer 2019)**

| <b>FALL - FIRST YEAR</b> |  |                      |                |
|--------------------------|--|----------------------|----------------|
| <b>Course</b>            |  | <b>Prerequisites</b> | <b>Credits</b> |
| SPSC-505                 | Professional and Ethical Functions of School Psychologists | None                 | 3              |
| SPSF-568                 | Applied Inferential Statistics                             | None                 | 3              |
| SPSF-656                 | Child Psychopathology                                      | None                 | 3              |
| SPSF-540                 | Life Span Human Development                                | None                 | 3              |
| SPRA-510                 | Introduction to School Psychology Practicum                | None                 | 0              |
| SEMM-531                 | APA Writing Style Seminar                                  | None                 | 0              |

| <b>SPRING - FIRST YEAR</b> |  |                                 |                |
|----------------------------|--|---------------------------------|----------------|
| <b>Course</b>              |  | <b>Prerequisites</b>            | <b>Credits</b> |
| SPSF-500                   | Theories of Learning and Motivation  | None                            | 3              |
| SPSF-588                   | Theory of Tests and Test Construction  | SPSF-568                        | 3              |
| SPSC-501                   | Cognitive-Academic Assessment  | SPSF-540, SPSC-505,<br>SPSF-568 | 3              |
| SPSC-502                   | Social-Behavioral Assessment   | SPSF-540, SPSF-656              | 3              |
| SPRA-511                   | Writing Skills, Case Conceptualization, Special Education, Inclusion, Accommodations, and IEPs Practicum | SPRA-505, SEMM-531,<br>SPRA-510 | 0              |

| <b>SUMMER - FIRST YEAR</b> |  |                      |                |
|----------------------------|--|----------------------|----------------|
| <b>Course</b>              |  | <b>Prerequisites</b> | <b>Credits</b> |
| SPSF-628                   | Neuroscience Approach to Cognitive and Affective Aspects of Behavior | SPSF-540             | 3              |
| SPSC-515                   | Theories of Personality and Psychotherapy                            | SPSF-540, SPSF-500   | 3              |

| <b>FALL - SECOND YEAR</b> |  |                      |                |
|---------------------------|--|----------------------|----------------|
| <b>Course</b>             |  | <b>Prerequisites</b> | <b>Credits</b> |
| SPSC-506                  | Crisis and Trauma Response and Interventions with Children | SPSF-505, SPSF-656   | 3              |
| SPSF-626                  | Social-Emotional and Behavioral Interventions              | SPSC-505, SPSF-515   | 3              |
| SPSF-662                  | Reading and Writing Disorders: Assessment and Intervention | SPSC-501, SPSC-502   | 3              |
| SPSC-504                  | Psychoeducational Interventions with Children              | SPSF-656             | 3              |
| SPRA-512                  | Advance Conceptualization and Diagnostic Practicum         | SPRA-511             | 0              |

| <b>SPRING - SECOND YEAR</b> |  |   |                |
|-----------------------------|--|---|----------------|
| <b>Course</b>               |  | <b>Prerequisites</b>                      | <b>Credits</b> |
| SPSF-679                    | Educational Psychology                     | SPSF-500                                  | 3              |
| SPSC-509                    | School and Family Systems                  | SPSF-504, SPSF-540,<br>SPSF-662, SPSF-626 | 3              |
| SPSC-507                    | Consultation in Educational Settings       | SPSF-500, SPSF-626,<br>SPSC-504           | 3              |
| SPRA-520                    | Assessment Practicum for School Psychology | SPRA-512, SPSF-662                        | 0              |

| SUMMER - SECOND YEAR |  |                    |         |
|----------------------|--|--------------------|---------|
| Course               |  | Prerequisites      | Credits |
| SPSC-625             | Introduction to Scientific Research            | SPSF-568           | 3       |
| SPSF-661             | Social Psychology with Emphasis on Puerto Rico | SPSF-515, SPSF-509 | 3       |

| FALL - SECOND YEAR |   |                    |         |
|--------------------|---|--------------------|---------|
| Course             |   | Prerequisites      | Credits |
| SPRA-530           | Intervention Practicum for School Psychology  | SPRA-520, SPSC-506 | 0       |
|                    | Elective Course   |                    | 3       |
|                    | Master's Comprehensive Exam I<br>Master's Comprehensive Exam II<br><i>or</i> Thesis I |                    | 0       |

| SPRING - SECOND YEAR      |                             |               |           |
|---------------------------|-----------------------------|---------------|-----------|
| Course                    |                             | Prerequisites | Credits   |
| SPRA-540                  | Practicum in School Setting | SPRA-530      | 0         |
|                           | Thesis II                   | Thesis I      | 0         |
| <b>Total Credit Hours</b> |                             |               | <b>60</b> |



**M.S. IN SCHOOL PSYCHOLOGY  
CURRICULAR REQUIREMENTS  
(Effective Fall 2019)**

*Please refer to the Tuition and Fees section of this catalog for costs associated with credits, laboratories, and practices.*

**Fundamentals in Psychology (14 credits)**

|   |           |
|---|-----------|
| SPSF-501 Professional and Ethical Functions.....                                    | 2 credits |
| SPSF-510 Theories of Personality and Psychotherapy.....                             | 2 credits |
| PSYF-502 Life Span Human Development .....  | 2 credits |
| PSYF-628 Neuroscience Approach to Cognitive and Affective Aspects of Behavior ..... | 3 credits |
| PSYF-630 Social Aspects of Behavior.....  | 2 credits |
| SPSF-656 Child Psychopathology .....  | 3 credits |

**Fundamentals in Education (5 credits)**

|  |           |
|--|-----------|
| PSYF-503 Theories of Learning and Motivation ..... | 2 credits |
| SPSF-678 Educational Psychology .....              | 3 credits |

**Research (6 credits)**

|  |           |
|--|-----------|
| SPSC-625 Scientific Research .....           | 3 credits |
| PSYF-568 Applied Inferential Statistic ..... | 3 credits |

**Evaluation (9 credits)**

|   |           |
|---|-----------|
| PSYF-588 Theory of Tests and Test Construction..... | 3 credits |
| SPSC-503 Cognitive-Academic Assessment.....         | 3 credits |
| SPSC-508 Social-Behavioral Assessment .....         | 3 credits |

**Direct Intervention (9 credits)**

|   |           |
|---|-----------|
| SPSC-514 Crisis and Trauma Response and Interventions with Children ..... | 3 credits |
| SPSC-516 Psychoeducational Interventions with Children .....              | 3 credits |
| SPSF-627 Social-Emotional and Behavioral Interventions .....              | 3 credits |

**Suggested Electives (3 credits)**

|  |           |
|--|-----------|
| SPSE-508 Positive Behavioral Support and Classroom Intervention.....                                 | 3 credits |
| SPSE-511 Theories of Group Counseling.....   | 3 credits |
| SPSE-635 Cultural Diversity: Minority Groups and Multiple Interventions<br>in the United States..... | 3 credits |

**Professional Practice of School Psychology (8 credits)**

|  |           |
|--|-----------|
| SPSC-512 School and Family Systems .....           | 3 credits |
| SPSC-513 Consultation in Educational Settings..... | 3 credits |

**Practicums (2 credits)**

|   |           |
|---|-----------|
| SPRA-501 School Psychology Practicum I.....   | 1 credits |
| SPRA-502 School Psychology Practicum II ..... | 1 credits |

**Internship**

|  |           |
|--|-----------|
| SPIN-600 Internship in School Setting..... | 0 credits |
|--|-----------|

**Comprehensive Examinations\***

|  |          |
|--|----------|
| SPCE-607 master's Comprehensive Examination – Part I.....  | 0 credit |
| SPCE-608 master's Comprehensive Examination – Part II..... | 0 credit |

Total Academic Credits..... 54 credits

Total Practicum Units- Practicums SPRA 501 / SPRA 502 .....

Total Internship in School Setting .....

**\*PROCEDURE FOR SUBSTITUTING THE SPCE 608 COMPREHENSIVE EXAM IN THE MASTER OF SCIENCE  
IN SCHOOL PSYCHOLOGY PROGRAM**

1. According to the curricular sequence of the Master of Science in School Psychology program, students in the "Fall" or "Spring" semester of their final academic year must, concurrently with their internship SPIN 600, enroll in the comprehensive exams SPCE 607 (Foundations Exam) and SPCE 608 (Specialty Exam). Students must have completed all requirements necessary to enroll in these courses, per their curricular sequence
2. Students who are duly enrolled and have completed payment for the SPCE 607 and SPCE 608 exams are authorized to request the substitution of the SPCE 608 comprehensive exam with the PRAXIS exam
3. Students wishing to make this substitution must first obtain initial authorization from the Academic Program Director before proceeding with any step. If you proceed without the proper authorization, the substitution will not be approved
4. The student must take the PRAXIS exam during their final academic semester. That is, if the final semester is "Fall," the student must take the PRAXIS between the months of August and November of that academic term. The student must ensure that the scores are sent to Albizu University by designating the university as a score recipient. Payment for the PRAXIS exam is the sole responsibility of the student, and Albizu University will not assume its costs nor issue any refunds of any kind
5. Any student who wishes to request the substitution of the SPCE 608 comprehensive exam with PRAXIS results must complete a Course Substitution Form at the Registrar's Office and make the corresponding payment. Evidence of a passing PRAXIS score must be attached to the request.
6. Your request will be evaluated by the Academic Program Director. To substitute the PRAXIS for SPCE 608, you must obtain a minimum score of 155 on the exam. This information will be verified by the Program Director through the portal of the company that administers the PRAXIS.
7. Once the substitution process is completed and authorized, the student will be exempt from taking the SPCE 608 component of the comprehensive exam and will receive a grade of PASS for SPCE 608 on the date stipulated for the exam

**M.S. IN SCHOOL PSYCHOLOGY  
CURRICULAR SEQUENCE  
(Effective Fall 2019)**

| <i>First Year- Fall</i>            |   | <b>Credit Hours</b> | <b>Concurrent</b> | <b>Pre-Requisites</b> |
|------------------------------------|---|---------------------|-------------------|-----------------------|
| SPSF 501                           | Professional and Ethical Functions        | 2                   | None              | None                  |
| PSYF 568                           | Applied Inferential Statistics            | 3                   | None              | None                  |
| SPSF 656                           | Child Psychopathology                     | 3                   | None              | None                  |
| PSYF 502                           | Life-Span Human Development               | 2                   | None              | None                  |
| SPSF 510                           | Theories of Personality and Psychotherapy | 2                   | None              | None                  |
| <b>Total Semester Credit Hours</b> |   | <b>12</b>           |                   |                       |

| <i>First Year- Spring</i>          |                                       | <b>Credit Hours</b> | <b>Concurrent</b>          | <b>Pre-Requisites</b>              |
|------------------------------------|---------------------------------------|---------------------|----------------------------|------------------------------------|
| PSYF 503                           | Theories of Learning and Motivation   | 2                   | None                       | None                               |
| PSYF 588                           | Theory of Tests and Test Construction | 3                   | None                       | PSYF 568                           |
| SPSC 503                           | Cognitive-Academic Assessment         | 3                   | None                       | PSYF 502,<br>PSYF 568,<br>SPSF 501 |
| SPSC 508                           | Social-Behavioral Assessment          | 3                   | None                       | PSYF 502,<br>SPSF 501              |
| SPRA 501                           | School Psychology Practicum I         | 1                   | SPSC 508<br>or SPSC<br>503 | PSYF 502,<br>SPSF 501<br>PSYF-568  |
| <b>Total Semester Credit Hours</b> |                                       | <b>12</b>           |                            |                                    |

| <i>First Year- Summer</i>          |  | <b>Credit Hours</b> | <b>Concurrent</b> | <b>Pre-Requisites</b>              |
|------------------------------------|--|---------------------|-------------------|------------------------------------|
| SPSC 625                           | Scientific Research  | 3                   | None              | PSYF 568                           |
| SPSF 628                           | Neuroscience Approach to Cognitive and Affective Aspects of Behavior | 3                   | None              | None                               |
| SPSC 512                           | School and Family Systems  | 3                   | None              | SPSF 510                           |
| <b>Total Semester Credit Hours</b> |  | <b>9</b>            |                   |                                    |
| <i>Second Year- Fall</i>           |  | <b>Credit Hours</b> | <b>Concurrent</b> | <b>Pre-Requisites</b>              |
| SPSC 513                           | Consultation in Educational Settings                                 | 3                   | None              | SPSF 501,<br>PSYF 588,<br>SPSC 512 |

|                                    |  |           |          |                                    |
|------------------------------------|--|-----------|----------|------------------------------------|
| SPSC 627                           | Social-emotional and Behavioral Interventions              | 3         | None     | SPSF 501,<br>SPSF 510,<br>SPSF 656 |
| SPSC 514                           | Crisis and Trauma Response and Interventions with Children | 3         | None     | SPSF 501,<br>SPSF 656              |
| SPSC 516                           | Psychoeducational Interventions with Children              | 3         | None     | SPSC 503                           |
| SPRA 502                           | School Psychology Practicum II                             | 1         | SPSC 627 | SPSF 656,<br>SPRA 501              |
| <b>Total Semester Credit Hours</b> |  | <b>13</b> |          |                                    |

| <i>Second Year- Spring</i>         |                              | <b>Credit Hours</b> | <b>Concurrent</b> | <b>Pre-Requisites</b>                                       |
|------------------------------------|------------------------------|---------------------|-------------------|---|
| SPSF 678                           | Educational Psychology       | 3                   | None              | PSYF 503  |
| SPIN 600                           | Internship in School Setting | 0                   | None              | SPRA 502<br>SPSC 513,<br>SPSC 627,<br>SPSC 514,<br>SPSC 516 |
|                                    | Suggested Elective*          | 3                   | None              |   |
| <b>Total Semester Credit Hours</b> |                              | <b>6</b>            |                   |   |

| <i>Second Year- Summer</i>         |                              | <b>Credit Hours</b> | <b>Concurrent</b> | <b>Pre-Requisites</b>                     |
|------------------------------------|------------------------------|---------------------|-------------------|---|
| SPIN 600                           | Internship in School Setting | 0                   | None              | All courses in first semester<br>SPIN 600 |
| PSYF 630                           | Social Aspects of Behavior   | 2                   | None              | None                                      |
| <b>Total Semester Credit Hours</b> |                              | <b>2</b>            |                   |   |

| <i>Third Year- Fall</i>           |                              | <b>Credit Hours</b> | <b>Concurrent</b> | <b>Pre-Requisites</b>                      |
|-----------------------------------|------------------------------|---------------------|-------------------|--|
| SPIN 600                          | Internship in School Setting | 0                   | None              | All courses in second semester<br>SPRA 600 |
| SPCE 607                          | Comprehensive Exam I         | 0                   | SPCE 608          | SPRA 502                                   |
| SPCE 608                          | Comprehensive Exam II        | 0                   | SPCE 607          | SPRA 502                                   |
|                                   |                              | <b>0</b>            |                   |  |
| <b>Total Program Credit Hours</b> |                              | <b>54</b>           |                   |  |

## **M.S. IN SCHOOL PSYCHOLOGY COURSE DESCRIPTIONS**

### **SPSF-501 PROFESSIONAL AND ETHICAL FUNCTIONS (2 credits)**

**PREREQUISITES:** None

This course examines the role and functions of a school psychologist; laws and ethical principles relevant to the practice of school psychology and their application to daily practice and professional dilemmas; areas of professional expertise; and current trends of the profession. It presents standards for the delivery of school psychological services based on the NASP Practice Model, the Code of Ethics for practicing psychologists in Puerto Rico, and collaborative service-delivery models.

### **PSYF-568 APPLIED INFERENTIAL STATISTICS (3 credits)**

**PREREQUISITES:** None

Previous knowledge of basic statistical concepts, including descriptive statistics

The course offers an introduction to inferential statistics in the context of psychological research. The topics covered include hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, *t* and *F* distributions, Chi square, and the Mann-Whitney's U test, among others.

### **SPSF-656 CHILD PSYCHOPATHOLOGY (3 credits)**

**PREREQUISITES:** None

This course presents basic concepts, historical context, developmental influences, theoretical perspectives, research methodology, and issues related to psychopathology in children. It will provide information on the etiology, characteristics, and diagnostic criteria concerning the major childhood disorders, including ADHD, major depression, anxiety, pervasive developmental disorders, and early onset schizophrenia. Treatment efficacy is emphasized in the context of psychopathological models. Environmental factors contributing to the development of child psychopathology—including family dysfunction, interpersonal violence and trauma and assessment of risk for child abuse and neglect, drug use, and suicide—will be examined.

### **PSYF-502 LIFE SPAN HUMAN DEVELOPMENT (2 credits)**

**PREREQUISITES:** None

The course will review theory and research in lifespan development. Students will review the physiological, historical, socio-cultural, economic, and psychological foundations of human development. Emphasis will be given to social, emotional, and intellectual factors. Puerto Rican cultural factors in childrearing and development will be discussed. The topic of individual differences is emphasized throughout all units of the course also studied. Students will be assisted in developing the knowledge and skills to apply the concepts acquired during the course in their professional and research practice as psychologists.

### **SPSF-510 THEORIES OF PERSONALITY AND PSYCHOTHERAPY (2 credits)**

**PREREQUISITES:** None

This course includes a critical analysis of the principal theoretical positions in the field of personality and their application to psychotherapy. Analysis of personality constructs from different perspectives will be discussed. Emphasis on the basic approaches to personality research will be stressed. Application of the personality theories to the Puerto Rican population and other ethnic minorities will be considered.

### **PSYF-503 THEORIES OF LEARNING AND MOTIVATION (2 credits)**

**PREREQUISITES:** None

This course presents contemporary and classical theories of learning and motivation. Relevant research in this area of study will be discussed. The implications of studies in the field of learning and motivation for psychological interventions will be stressed.

### **PSYF-588 THEORY OF TESTS AND TEST CONSTRUCTION (3 credits)**

**PREREQUISITE:** PSYF-568

This course presents the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined through class exercises. The course also includes the study of scaling methods such as the Guttman, Thurstone, and Likert scales. Students will apply knowledge from the course to construct their own assessment instruments.

**SPSC-503 COGNITIVE-ACADEMIC ASSESSMENT AND DATA-BASED DECISION-MAKING (3 credits)****PREREQUISITES:** PSYF-502, SPSF-501, PSYF-568

The course is structured to develop competence in the intellectual and academic assessment of preschool and school-aged children. It provides an overview of theories of intelligence, basic concepts of psychometrics, and issues related to the use and misuse of psychological tests with diverse populations. This course covers the foundations of curriculum design and development and the theories and application of curriculum-based measurement. A wide range of assessment techniques, with cultural and linguistic validity, in the assessment of intelligence, processing abilities, and achievement are introduced. Students learn problem-solving models to apply to the identification and prevention of skill deficits, the development of goals, progress monitoring, and determining responsiveness to intervention. Students gain experience in team-based decision-making and in communicating the results of assessments to diverse audiences.

**SPSC-508 SOCIAL-BEHAVIORAL ASSESSMENT (3 credits)****PREREQUISITES:** PSYF-502, SPSF-501

The course examines major theoretical models and assessment of the socio-emotional development and behavior of the school-aged child. Students learn methods of observation and interviewing, as well as objective measures (i.e., IDC-E, BASC, SEDS) and projective measures (e.g., drawings, sentence completion, structured story telling) of assessment. Projective and objective measures are compared with respect to the value and appropriate use of each. The course addresses the impact of cultural, linguistic, and socioeconomic factors on the development and behavior of children and the legal and ethical implications of interventions. It emphasizes psycho-educational diagnoses and decision-making on appropriate interventions for children with social-emotional and behavioral problems; the formulation of hypotheses based on test data, and the development of meaningful recommendations for behavior management and social-emotional learning at home and school.

**SPRA-501 SCHOOL PSYCHOLOGY PRACTICUM I (1 credits)****PRE-REQUISITES:** PSYF-502; SPSF-501; PSYF-568**CO-REQUISITES:** SPSC-503 or SPSC-508

The School Psychology Practicum I is designed to guide the student about the general school environment and initial interventions. Assignments and group discussions will help students understand the field of school psychology and its daily practice. The Practitioners will be exposed to the intellectual, achievement, behavioral, and social-emotional assessment of children with learning and behavioral problems. It involves the selection, administration, scoring, individually administered tests of cognition and achievement, curriculum-based measurement, and socio-emotional development and behavior. This Practicum includes training in the analysis and integration of assessment data, report writing, use of technology, and oral communication of assessment results.

**SPSC-625 SCIENTIFIC RESEARCH (3 credits)****PREREQUISITE:** PSYF-568

The course offers an introduction to scientific research pertinent to the field of psychology within the quantitative and qualitative perspectives and traditions. The main methodological approaches to experimental, quasi-experimental, correlational, and descriptive/exploratory research are presented. The course requires the formulation of appropriate research problems relevant to the psychologist's work in his/her social context and the integration of such problems and hypotheses, when applicable, with an adequate research design. Basic concepts are covered, such as the formulation of research questions, problems, and hypotheses; variables; operational definitions; types of research; and research designs. Topics such as hypothesis testing, research design, sampling, analyzing, and interpreting quantitative and qualitative data, and statistical power analysis are included.

**SPSF-628 NEUROSCIENCE APPROACH TO COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR (3 credits)****PREREQUISITE:** None

This course provides a review of the major theories of cognition and affective aspects of behavior. The course will include a description of the physiological processes of human behavior, such as the structure of the neurological system, sensory systems, synaptic chemistry, and electrophysiology of encephalon. This course will also present different pathologies and deficits related to the cognitive and affective aspects of behavior.

**SPSC-512 SCHOOL AND FAMILY SYSTEMS (3 credits)****PREREQUISITES:** SPSF 510

The Master's course in School Psychology, "Family and Community Collaborations in School Systems," is designed to equip future school psychologists with essential skills and knowledge for establishing and enhancing effective collaborations between schools, families, and communities, focusing on improving students' educational and socio-emotional outcomes. Through the study of systemic theories, family psychology, and models of interprofessional collaboration, students will learn to design, implement, and evaluate strategies and programs that promote safe, inclusive, and supportive educational environments. This intensive course emphasizes active and applied learning, incorporating case studies, practical projects, and class discussions to develop competencies in the application of theoretical frameworks, conducting interprofessional consultations, evaluating school policies, and designing family and community support programs. Aimed at aspiring school psychologists, this course seeks to cultivate professionals capable of leading change and fostering well-being in educational communities through innovative and evidence-based collaborative practices.

**SPSC-513 CONSULTATION IN EDUCATIONAL SETTINGS (3 credits)****PREREQUISITE:** SPSF 501, PSYF 588, SPSC 512

This course addresses the theory and practice of collaborative consultation in schools and related settings. The course examines several models of consultation; the roles of consultant, consultee, and client systems; and the consultative role and techniques compared with those of assessment and counseling/therapy. It focuses on consultation with teachers, administrators, parents, and various community agencies and examines behavioral, ecological, mental health, and organized models. Further areas of emphasis include consultative intervention, evaluation of consultation, relevant research, legal and ethical issues, consultation with minority groups, resistance to consultation, communication skills, and collaboration.

**SPSC-627 SOCIAL-EMOTIONAL AND BEHAVIORAL INTERVENTIONS (3 credits)****PREREQUISITE:** SPSF 501, SPSF 510, SPSF 656

This course presents the theories, empirical foundations, and applications of behavior modification and cognitive-behavioral interventions for the treatment of psychological disorders. Cognitive, behavioral, and cognitive-behavioral theories and their applications in clinical settings will be presented and discussed. The basic principles of behavior modification and behavior therapy will be discussed. Behavior therapy techniques such as reinforcement contingencies, operant procedures, social reinforcement, token economy, systematic desensitization, exposure therapies, assertive training, and self-control interventions will be presented and discussed. The integration of theory and practice in the application of behavior modification and cognitive-behavioral techniques will be emphasized. Students will also be exposed to the epistemological and scientific debates that have arisen concerning this therapeutic paradigm. Emphasis will be given to critical issues on the effectiveness and efficacy of the different types of therapeutic techniques using empirical evidence. Ethical principles and dilemmas related to behavioral change and control will also be discussed.

**SPSC-514 CRISIS AND TRAUMA RESPONSE AND INTERVENTIONS WITH CHILDREN (3 credits)****PREREQUISITES:** SPSF-501, SPSF-656

This course addresses theory, empirical research, and clinical issues related to primary prevention and crisis intervention with children and adolescents. Topics include culturally appropriate counseling and classroom- and school-related techniques and methods for prevention, intervention, and post-intervention as a response to crisis, trauma, violence, bullying, conflict, depression, suicide, alcohol and substance abuse, and sexual harassment.

**SPSC-516 PSYCHOEDUCATIONAL INTERVENTIONS WITH CHILDREN (3 credits)****PREREQUISITE:** SPSC 503

This course explores theoretical foundations and psychoeducational intervention models with children and adolescents with a focus on school settings. Current research-based best practices on psychoeducational interventions will be discussed. Cultural and linguistic diverse populations will be discussed. Interventions based on a multi-tiered system of support (MTSS) and response-to-intervention (RtI) framework will be presented. The course will provide information on evidenced-based interventions for reading, written language, and math. It will also discuss strategies related to academic success, like homework and study skills. Federal and local guidelines for Special Education services will be discussed.

**SPRA-502 SCHOOL PSYCHOLOGY PRACTICUM II (1 credits)****PRE-REQUISITES:** SPSF 656, SPRA-501**CO-REQUISITES:** SPSC-627

The practicum is designed to equip participants with practical skills for implementing diverse intervention models, specifically tailored for children and adolescents experiencing academic and behavioral challenges. Throughout the course, professionals will engage in a range of hands-on activities, with a detailed case study project serving as a central element of the curriculum. Participants will assess, plan, and implement targeted strategies to meet the unique needs of this demographic, ensuring effective support in both educational and clinical settings. The case study project will allow participants to apply the concepts learned in a real-world context, enhancing their capacity to make a positive impact.

**SPSF-678 EDUCATIONAL PSYCHOLOGY (3 credits)****PREREQUISITE:** PSYF-503

This course presents information about different approaches to educational psychology. It recognizes the complexity of the instruction and learning process and offers an interdisciplinary model. Different learning theories and new perspectives on development, memory, perception, and brain structure will be explored. The course will emphasize the educational implications and applications of research on child development, cognitive science, learning, motivation, teaching, and assessment. It presents current information on brain and neuroscience, the impact of technology, and student diversity in educational issues.

**SPIN-600 INTERNSHIP IN SCHOOL SETTING****PRE-REQUISITES:** SPRA 502, SPSC 513, SPSC 627, SPSC 514, SPSC 516

Students are provided with school-setting experience leading to the acquisition of skills and knowledge of school psychologists. Experiences include conducting student assessments of intellectual, behavioral, and social-emotional skills, writing reports, counseling children and adolescents, designing interventions focused on prevention, and post-intervention strategies, and completing progress evaluations. Students will collaborate with multidisciplinary colleagues; they will work with special education regulations and procedures, classroom interventions and consulting with teachers, parents, and community agencies. They will practice how to use the total available resources in a school to provide mental health and academic benefits for students and their families, with a focus on data-based decision-making and the three-tiered model.

**PSYF-630 SOCIAL ASPECTS OF BEHAVIOR (2 credits)****PREREQUISITES:** None

The course will review the theoretical bases of social psychology and the Puerto Rican sociocultural bases that influence the broad-spectrum behaviors of subjects. Emphasis will be given to the relation between social psychology and social change. The course will explore the extent to which social psychology is subject to variation within different cultural contexts, especially within the Puerto Rican society. Major considerations of Puerto Rican issues in social psychology will be addressed, including population, migration and immigration, urbanism, employment, industrialization, housing, and modernization. Major social problems will be reviewed. Relevant research will be analyzed in the existing literature. The course explores how rapid changes in the identified indicators in Puerto Rico have affected interpersonal relationships, human development, and the maintenance of beliefs and social mores according to social psychology theories. A socio historical analysis will be emphasized.

**SPSE-541 THE EXCEPTIONAL CHILD (3 credits)**

This elective course's main objective is to study current concepts, principles, and issues related to exceptional development. The focus is on children with various exceptionalities including specific learning disabilities, intellectual disability, behavioral and emotional disorders, neurologically based disorders, and physical and health related handicaps from birth to adolescence. Emphasizes the role of school psychologist in identification and intervention; review of special education referral process and service delivery options; overview of classroom modifications, adaptations, and inclusionary practices. Exceptional children are studied within the context of their families, schools and communities as well as identifying the aa necessary to facilitate optimum development.

**SPSE-508 POSITIVE BEHAVIORAL SUPPORTS AND CLASSROOM INTERVENTION (3 credits)**

This elective course focuses on the implementation of positive behavior support based on principles of



applied behavioral analysis. Students learn models and strategies of classroom management and the development, implementation, and evaluation of behavioral interventions to increase student academic success, socialization, and development of life skills. Consultation and collaboration within the educational environment are emphasized. The course includes topics in developing data-based, positive behavioral interventions for students with severe behavioral difficulties resulting from traumatic brain injury (TBI), autism, emotional disturbance, attention deficit and hyperactivity disorders, oppositional defiant disorder, etc.

**SPSE-511 THEORIES OF GROUP COUNSELING (3 credits)**

This elective course introduces students to the theory, research, and practice of group counseling. The course will focus on (a) therapeutic factors in and limits of group interventions; (b) observing and understanding group process; (c) awareness, practice, and development of group facilitation skills; (d) tailoring the principles of group dynamics to work with a specific population or issue; (e) integrating group observations with extant theory and research on group dynamics; (f) awareness of how race, ethnicity, and culture influence group participation and facilitation; (g) identifying critical incidents in group process; and (h) awareness of ethical and professional guidelines associated with group process. The course will help students develop the following areas: conceptualization, presentation, counseling skills, multicultural skills, and professional identity.

**SPSE-635 CULTURAL DIVERSITY: MINORITY GROUPS AND MULTIPLE INTERVENTIONS IN THE UNITED STATES (3 credits)**

This elective course presents a wide variety of theoretical and practical therapeutic orientations that are culturally sensitive with respect to different ethnic groups, with emphasis on Hispanics, African Americans, Asians, and American Indians. Students will familiarize themselves with the contributions of each group in areas associated with clinical, didactic, methodological, and industrial-organizational interventions.

# **MASTER OF SCIENCE IN AUTISM AND OTHER NEURODEVELOPMENTAL DISORDERS**

## **GENERAL DESCRIPTION**

The Master of Science in Autism and other Neurodevelopmental Disorders is offered at the San Juan Campus and the Mayagüez University Center, on Saturdays from 8:00am to 4:30pm in diverse modalities (i.e., Online, flip classrooms, outside of campus visits). It consists of 30 credits and has a duration of (1) one year and (1) one semester, distributed in four semesters. Some of the courses include practice experiences which take place in different scenarios such as schools, early intervention programs or clinical practices. The evaluation practice (ASMS: 521: Evaluation and ASD) is also coordinated with the supervisor of the course and it could be Saturdays or during the week for the summer semester.

This intensive program is aimed towards the development of professionals who have a minimal preparation with bachelor's degree in the following areas: psychology, education, speech pathology, occupational therapy or health professionals who can intervene with this population. It is important to note that every solicitant should get an orientation from their correspondent to know the requirements for the validation of the Autism Master's Degree in their professional and/or work scenario.

The student will complete the master's degree by carrying out a project that will be a requirement to obtain the degree: [Complete a project using the Publication Manual of the American Psychological Association (APA) Seventh Edition, for conducting a case study research conceptualization or a systematic literature review paper as a Capstone experience of the MS in Autism Spectrum Disorder].

The faculty will utilize evidence-based practices and a diverse range of intervention models. The courses are dictated by taking into consideration the transdisciplinary competencies of each student.

According to the census results (2011) of the Health Department of Puerto Rico, the prevalence of ASD is 1 in 63 people. This figure has continued to increase, positioning us as one of the countries with one of the highest rates in the world. In that scenario, is a public health situation that needs the compromise to continue making efforts to prepare in high quality professionals that serve the population and their families.

Albizu University is the only institution that provides a Master of Science degree in autism in Puerto Rico.

## **MISSION**

The mission of the Master of Science in Autism and other Neurodevelopmental Disorders is to provide professionals with the knowledge regarding special necessities of people with autism spectrum. The master's degree prepares students to intervene with people with autism spectrum through a coordinated sequence of courses, experience in diverse scenarios, and the development of a graduate project (capstone). The program supplies specific knowledge in areas related to individuals and families who deal with the complexity of the Diagnosis of Autism Spectrum Disorder (ASD), such as skills and difficulties in communication, sensory-motor, social and behavioral, as well as the acquisition of skills for the early identification of the diagnosis, evaluation, and development of intervention plans.

## **TRAINING MODEL**

The program follows the scientist-practitioner model, training professionals who produce knowledge through scientific research and base their interventions on this scientific evidence.

## **PROGRAM GOALS**

1. Conduct a certificate program that provides both theoretical and practical knowledge in autism spectrum disorder.
2. Provide quality education to multi-disciplinary professionals who wish to work with individuals with ASD and their families.
3. Foster the desire in participants to pursue the highest professional standards of excellence in the work performed.
4. Candidates will develop theoretical knowledge and applied skills for understanding the needs of individuals with ASD and their families, providing evidence-based practices according to individual needs.
5. Candidates will have the necessary theoretical and applied background to provide leadership to their specialization area in developing models of support and intervention.
6. Candidates will be familiar with and able to access available resources to provide services for the individuals with ASD and their families.
7. Candidates will have the knowledge and skills to serve as leaders in supporting ASD programs implementation in their area of specialty and/or community.

## **PROGRAM COMPETENCIES**

Students will develop the following competencies through the program:

### Research:

- 1.1: Demonstrate the independent ability to formulate and conduct research or scholarly activities
- 1.2: Evaluate and disseminate research and scholarly work.

### Ethical and legal standards:

- 2:1 Know and understand the national and federal laws, rules, regulations, and professional standards and guidelines relevant to health and educational service in PR
- 2:2 Apply ethical principles and professional standards to ethical dilemmas in clinical practice and decision-making processes

### Individual and cultural diversity:

- 3:1 Identify and understand personal and cultural biases and their impact in interaction with others
- 3:2 Demonstrate and apply knowledge, skills, and sensitivity when working with diverse populations.
- 3:3

Integrate knowledge and skills to articulate an approach to working effectively with diverse individuals and groups.

### Professional values, attitudes, and behaviors:

- 4:1 Demonstrate knowledge of and behave in ways that reflect the values and attitudes related to sensitivity and empathy for working with diverse population.

4:2 Engage in self- reflection on personal and professional functioning to improve professional effectiveness and independence during training.

4:3 Demonstrate openness and flexibility to feedback and supervision

Communication and interpersonal skills:

5:1 Develop and maintain effective personal and interpersonal relationships with individuals including colleagues, organizations, communities, clients, supervisors, and supervisees.

5:2 Demonstrate professional verbal, nonverbal, and written communication skills, and the management of difficult communications in interactions with others.

Inter professional/ interdisciplinary skills:

6:1 Demonstrate knowledge and respect for the roles and perspectives of other professionals within interdisciplinary contexts.

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documents

1. Evidence of having **completed a bachelor's degree** in a public or private higher education institution licensed to operate in its jurisdiction, in disciplines related to the field of health, psychology or education.
2. Bachelor's degree **cumulative grade point average** of 3.00 on a 4.00 scale. Only the cumulative grade point average (GPA) of conferred grades will be considered.

*The Institution reserves the right of admission to candidates who do not meet the minimum requirements. Considering exceptional criteria for admission: GPA (Grade Point Average) minimum overall cumulative average of 2.50, but with a minimum cumulative general average of 3.00 in the specialty or concentration courses. Also, can be considered a master's cumulative minimum general average of 3.00 in case the applicant has a master's degree. The admitted applicants will have a semester to comply with the satisfactory academic progress applicable to their academic level, so that they remain as active students of the program for the rest of the course of studies.*

3. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one. Access the following link to complete your application for admission <https://apply.albizu.edu>. The students can digitally attach their admission requirements in PDF format.
4. **Official transcripts** from *all* previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*
5. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official recommendation form:*

Spanish version:

<https://www.albizu.edu/wp-content/uploads/2020/06/CARTA-DE-RECOMENDACION-EN-ESPA%C3%91OL-SJU-Rev.2019.pdf>

English version:

[https://www.albizu.edu/wp-content/uploads/dlm\\_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf](https://www.albizu.edu/wp-content/uploads/dlm_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf)

6. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
7. An original **Health Certificate**, no more than one year old.
8. Proof of **Hepatitis-B vaccination**.
9. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
10. Results of an **interview with program faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the M.S. of Science in Autism and other Neurodevelopmental disorders.
11. A **Statement of Purpose**, written at the time of the interview (for those candidates invited for an interview). The statement of purpose serves to verify the candidate's interest in the M.S. of Science in Autism and other Neurodevelopmental disorders program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.
12. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <https://www.albizu.edu/international-students/>
13. **Any additional documents** that may be required by the M.S. of Science in Autism and other Neurodevelopmental disorders program at a future date, as specified at the time of application to the program.

The program reserves the right to admit candidates with exceptional characteristics.

NOTE: The Institution reserves the right to modify this policy at any time.

### **Admission Procedures**

1. Candidates must submit all required documents by the established deadline.
2. The Admissions Committee will prepare an initial evaluation for every applicant and will assign a preliminary score to each one based on the criteria and relative values established by the M.S. of Science in Autism and other Neurodevelopmental disorders program. Candidates who qualify will receive an invitation for an interview with program faculty.
3. Selected applicants will be informed of the place, time, and day of the interview.
4. The Admissions Committee will complete the evaluation process of each candidate who has been interviewed and assign a final score based on the criteria and relative values established by the program.

5. A letter of notification with the determination of the Admissions Committee will be sent to each applicant.

## **IDENTITY VERIFICATION**

All admitted students are required to present a current ID card for identity verification purposes.

## **REQUIREMENTS FOR THE M.S. IN AUTISM AND OTHER NEURODEVELOPMENTAL DISORDERS DEGREE**

1. A cumulative grade point average (CGPA) of 3.25 or higher on a 4.00 scale.
2. Satisfactory completion of 30 credits required.
3. Satisfactory completion of at least 512 hours of practicum.
4. Grades of "B" or higher in all courses.
5. Satisfactory completion of the capstone project (ASMS 602).
6. Fulfillment of all institutional obligations.
7. Good standing in the program, i.e., no disciplinary action pending or academic or practicum probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again.
8. Recommendation from the program faculty for the master's degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*.

**MASTER OF SCIENCE IN AUTISM AND OTHER NEURODEVELOPMENTAL DISORDERS  
CURRICULAR REQUIREMENTS**

*Please refer to the Tuition and Fees section of this catalog for costs associated with credits, laboratories, and practices.*

|  |            |
|--|------------|
| <b>AREA I. Foundation Courses</b> .....                                    | 9 credits  |
| ASMS- 510 Introduction to Autism Spectrum Disorders.....                   | 3 credits  |
| ASMS -600 Neurodevelopmental Dysfunctions .....                            | 3 credits  |
| ASMS -530 Sensory-Motor Issues of Individuals on the Autism Spectrum ..... | 3 credits  |
| <b>AREA II. Concentration Courses</b> .....                                | 17 credits |
| ASMS -522 Communication and Social Skills Interventions: ASD.....          | 3 credits  |
| ASMS -511 Behavior Management: Applied Behavior .....                      | 2 credits  |
| ASMS -520 Interdisciplinary Evaluations of Autism Spectrum Disorders ..... | 3 credits  |
| ASMS -512 Collaboration and Family Support: ASD .....                      | 3 credits  |
| ASMS -601 Research Methods in Autism Spectrum Disorders.....               | 3 credits  |
| ASMS -523 Transition Skills for Youth and Adults on ASD .....              | 3 credits  |
| <b>AREA III. Practicums</b> .....  | 1 credit   |
| ASMS -521 Interdisciplinary Evaluation of ASD Practicum .....              | 1 credit   |
| <b>AREA IV. ASMS -602 Capstone Project</b> .....                           | 3 credits  |
| Total Academic Credits.....  | 29 credits |
| Total Practicum Credits .....  | 1 credit   |
| (equivalent)   |            |

**MASTER OF SCIENCE IN AUTISM AND OTHER NEURODEVELOPMENTAL DISORDERS  
CURRICULAR SEQUENCE  
(Effective Fall 2021)**

| FIRST YEAR - FALL                  |   | Credits  | Prerequisites |
|------------------------------------|---|----------|---------------|
| CODE                               | COURSE TITLE                              |          |               |
| ASMS-510                           | Introduction to Autism Spectrum Disorders | 3        | None          |
| ASMS-600                           | Neurodevelopmental Dysfunctions           | 3        | None          |
| ASMS-512                           | Collaboration and Family Support: ASD     | 3        | None          |
| <b>Total Semester Credit Hours</b> |   | <b>9</b> |               |

| FIRST YEAR - SPRING                |  | Credits  | Prerequisites         |
|------------------------------------|--|----------|-----------------------|
| CODE                               | COURSE TITLE   |          |                       |
| ASMS-530                           | Sensory-Motor Issues of Individuals on the Autism Spectrum | 3        | ASMS-510;<br>ASMS-600 |
| ASMS-522                           | Communication and Social Skills Intervention               | 3        | ASMS-510              |
| ASMS-511                           | Behavior Management: Applied Behavior                      | 2        | ASMS-510              |
| <b>Total Semester Credit Hours</b> |  | <b>8</b> |                       |

| FIRST YEAR - SUMMER                |  | Credits  | Prerequisites         |
|------------------------------------|--|----------|-----------------------|
| CODE                               | COURSE TITLE   |          |                       |
| ASMS -520                          | Interdisciplinary Evaluations of Autism Spectrum Disorders | 3        | ASMS-510;<br>ASMS-600 |
| ASMS-521 <i>or</i><br>ASMS-521-A*  | Interdisciplinary Evaluations of ASD Practicum             | 1        | ASMS-510;<br>ASMS-600 |
| ASMS-523                           | Transition Skills for Youth and Adults on ASD              | 3        | ASMS-510;<br>ASMS-512 |
| <b>Total Semester Credit Hours</b> |  | <b>7</b> |                       |

| SECOND YEAR - FALL                 |   | Credits  | Prerequisites |
|------------------------------------|---|----------|---------------|
| CODE                               | COURSE TITLE                                  |          |               |
| ASMS-601                           | Research Methods in Autism Spectrum Disorders | 3        | None          |
| ASMS-602                           | Capstone Project                              | 3        | None          |
| <b>Total Semester Credit Hours</b> |   | <b>6</b> |               |

|                                   |  |           |  |
|-----------------------------------|--|-----------|--|
| <b>Total Program Credit Hours</b> |  | <b>30</b> |  |
|-----------------------------------|--|-----------|--|

\* ASMS-521-A is a course designed exclusively for students of disciplines other than health, or from the field of education, without an academic degree in clinical or school psychology.



## MASTER OF SCIENCE IN AUTISM AND OTHER NEURODEVELOPMENTAL DISORDERS COURSE DESCRIPTIONS

### **ASMS-510 INTRODUCTION TO AUTISM SPECTRUM DISORDERS (3 credits)**

This course will present information that defines variations in autism spectrum and other neurodevelopmental disorders. It includes a discussion of the primary and secondary characteristics of the autism spectrum disorder (ASD) and how they impact the individual across the lifespan, from infancy through adulthood. The course will explore the etiology and prevalence of ASD, based on recent scientific and medical research. Comorbidity with other neurodevelopmental disorders and syndromes will be discussed. It offers a cross-disciplinary perspective drawing from a variety of sources available. The course presents information used for early identification of characteristics related to autism spectrum disorder.

### **ASMS-511 BEHAVIOR MANAGEMENT: APPLIED BEHAVIOR ANALYSIS (3 credits)**

This course will provide students with theory and knowledge in behavior management with an emphasis on understanding and using the principles of Applied Behavior Analysis. This course provides an overview of the various theoretical models of behavior modification, along with contemporary research on evidence-based practices in Applied Behavior Analysis. Students will learn to integrate the cognitive, developmental, socio-emotional, and cultural needs of an individual with autism into an effective behavior modification plan. The course will present practical strategies to enhance the abilities and self-direction skills of both children and adults with ASD in the context of community, home, and educational settings. It will prepare participants in the applications of behavior analysis relevant to their profession and to a variety of issues and social needs in autism.

### **ASMS-512 COLLABORATION AND FAMILY SUPPORT: ASD (3 credits)**

This course provides information toward the importance of collaboration and family support across the lifespan of individuals identified with autism spectrum disorders. It prepares the participant to identify their special needs and how to implement strategies or techniques and methods for effective interventions. Emphasis will be placed on strategies that develop self-regulation and positive behavior. The course will explore a range of supports for improved access to the academic and functional needs of the individual with ASD providing diverse opportunities that will maximize their success. It will provide information on strategies that promote safe and positive environments. The course will highlight collaborative and interdisciplinary models of service delivery that ensure family-centered and culturally competent approaches.

### **ASMS-520 INTERDISCIPLINARY EVALUATION OF AUTISM SPECTRUM DISORDERS (2 credits)**

This course is designed to develop competencies for assessing individuals with ASD, identifying cognitive, academic, and developmental needs. Effective and evidence-based assessment tests and tools will be presented for appropriate diagnosis. The course will train health professionals in scientific and practical knowledge for identification and diagnosis throughout different developmental stages and promoting diversity. Diagnostic criteria and assessment strategies will be discussed from an interdisciplinary approach. Observation and interview techniques in the evaluation process will be presented. The course will provide strategies to identify strengths and needs for individuals with autism. Ethical, legal, and professional issues related to evaluation and diagnosis will be addressed. Students will develop an understanding of the role of families in the assessment of individuals with autism spectrum disorders, taking into consideration their cultural values and beliefs. **PREREQUISITE: ASMS-510, ASMS-600**

### **ASMS-521 INTERDISCIPLINARY EVALUATION OF ASD PRACTICUM (1 credit)**

This course provides an opportunity for students to practice assessment and evaluation skills for the diagnosis of ASD. It also provides an opportunity to perform the intellectual, achievement, behavioral, developmental, and social-emotional assessment of children with autism disorder. The course includes the selection, administration, scoring, and interpretation of individually administered tests of cognition and achievement, as well as socio-emotional development and behavior. It also includes training in the analysis and integration of assessment data, report writing, the use of technology, and the oral communication of assessment results. **PREREQUISITE: ASMS-510, ASMS-600**

**ASMS-522 COMMUNICATION AND SOCIAL SKILLS INTERVENTIONS: ASD (3 credits)**

This course will explore theories in social and communication development across the lifespan. It will present the interdependent relationship between communication and social skills and will discuss effective intervention strategies for diverse individuals with autism spectrum disorders. Emphasis will be placed on strategies that develop self-regulation, play, communication, and positive behavior. It provides information for identifying and applying a wide range of intervention strategies to enhance social skills and communication issues that are evidence-based including: data-based intervention; functional communication, Augmentative Alternative Communication (AAC); and environmental supports. Different models that promote communication and social skills will be discussed (i.e., Applied Behavior Analysis (ABA), PECS, SCERTS, Relationship Development Intervention (RDI), Floortime, Social Stories, Integrated PlayGroups, and others). The course will highlight collaborative and interdisciplinary models of service delivery that ensure family-centered and culturally competent approaches. **PREREQUISITE: ASMS-512**

**ASMS-523 TRANSITION SKILLS FOR YOUTH AND ADULTS ON ASD (3 credits)**

The course provides information in the areas of adaptive living skills, independent living arrangements, supported employment, education, social skills development and recreational opportunities for youth and adults with ASD. Students will discuss various comprehensive autism support programs for adults, explore ABA techniques to help individuals transition successfully into independent living and employment. The course will provide the opportunity to develop an effective plan that includes collaboration between health care, social and psychological services, education institutions and employment organizations. The student will be able to review residential and inpatient placements of people with autism. The course will present information on appropriate quality control of individual services of youth and adults with autism and on how to provide them and their caregivers with appropriate information to make informed decisions about available services. **PREREQUISITE: ASMS-510, ASMS-512**

**ASMS-530 SENSORY-MOTOR ISSUES OF INDIVIDUALS ON THE AUTISM SPECTRUM (3 credits)**

This course will explore theories in sensory and motor development across the lifespan. It will provide information on identifying sensory needs and motor deficiencies in children and adults with autism from a neurological perspective. Students will discuss the definition of sensory processing disorder, identify how sensory system affects human development, distinguish sensory integration versus sensory processing, review sensory diets, and implement sensory methods to their professional techniques. It will discuss how underlying sensory and motor difficulties impact learning, behavior, adaptive and social skills and will outline effective strategies that can be used when working with children and adults with ASD. Evidenced-based models for sensory-motor issues and strategies for teaching motor skills and sensory activities to expand play, promote language and increase focus will be discussed. The course will highlight collaborative and interdisciplinary models of service delivery that ensure family-centered and culturally competent approaches. **PREREQUISITE: ASMS-510 ASMS-600**

**ASMS-600 ACADEMIC SUPPORT FOR STUDENTS WITH AUTISM (3 credits)**

The course will provide the student with knowledge about etiology, incidence, and prevalence of developmental disorders from multiple neurobiological, neuropsychological, academic, and social perspectives. The course begins with specific considerations about neurodevelopment and about the development of the main neuropsychological systems. Subsequently, students will be exposed to some of the most frequently encountered neurodevelopmental syndromes associated with attentional deficits, neurobehavioral alterations, memory, and language dysfunctions. Learning Disabilities will be addressed from the beginning with the neurophysiological process of each of the main learning functions: reading, writing and computation/mathematics. As a final component of the course, students will apply this knowledge and assessment skills to specific syndromes including ADHD, Autism and Mental Disabilities. The manner in which these disorders manifest through learning and adaptive behavior will be explored in detail. Diagnostic and intervention considerations will be included for each topic.

**ASMS-601 RESEARCH METHODS IN AUTISM SPECTRUM DISORDERS (3 credits)**

This course will provide the students with training in qualitative research design, specifically in case study and systematic literature review. Emphasis will be placed on the nature and characteristics of the design, and methodological aspects. Through different teaching strategies, students will be able to identify the unit of analysis, and how to collect and analyze data. They will also know how to report and disseminate the results of the study. At the end of this course students will have acquired the knowledge and skills

required to conduct a single-case study project and to write an article based in the systematic literature review methodology, as a part of Capstone project of the MS degree in autism spectrum disorder.

**ASMS-602 CAPSTONE PROJECT (3 credits)**

The Capstone Project aims to provide students with an opportunity to integrate their theoretical and practical research training as part of the MS degree in autism spectrum disorder (ASD). Students are expected to integrate the major area of study, expand the area, critique, and apply the knowledge obtained through the MS in autism. As final work, the students will do a Systematic Literature Review Paper, to create a final product demonstrating their learning acquisition and conclusions. Also, the students will give an oral presentation about the project to the class members and professors who collectively evaluate its quality. These projects are interdisciplinary in the sense that they require students to apply their professional skills to investigate problems in many different subject areas related to Autism Spectrum Disorder (ASD). In this way, they will acquire research and knowledge domains.

## **MASTER OF SCIENCE IN NEUROPSYCHOLOGY ONLINE PROGRAM CURRICULAR REQUIREMENTS**

### **GENERAL DESCRIPTION**

The master's in science in Neuropsychology provides professional psychologists training focused on the basic competencies relevant to contemporary neuropsychology. It offers a solid epistemological base derived from the knowledge of contemporary Psychology, Neuropsychology and evidence-based interventions. This is achieved through high-quality, evidence-based theoretical and practical training through case simulations. The program will provide students with neuropsychological evaluation and intervention techniques that will supplement their clinical skills and allow them to function efficiently in various professional settings. Students will be able to precisely contextualize the individual and their psychosocial environment in order to establish contextualized interventions from that knowledge. The Master's is a completely online degree meant to enhance the scientific knowledge and clinical skills of licensed and license-eligible psychologists. It offers a practical-experimental learning component through which the student practices evaluation, diagnostic and intervention techniques through online active learning activities. Through synchronous activities in the courses, they will have the opportunity to analyze and present cases for neuropsychological conceptualization, diagnosis, intervention planning.

\*The master's in neuropsychology is designed to complement the competencies of professional psychologists. It does not provide training conducive to independent licensing as a psychologist in Puerto Rico, or to a subspecialty in clinical neuropsychology within Puerto Rico and the U.S.

### **MISSION**

To develop knowledge and competencies in the area of Neuropsychology by providing students with the core competencies of the profession at the graduate level, as well as a foundational approach to neuropsychological intervention.

### **VISION**

To promote the development of applied neurosciences in Puerto Rico and Latin America by providing an up-to-date curriculum, designed to provide knowledge and skills in the area of scientific and applied neuropsychology.

### **PROGRAM GOALS**

1. To complement and expand the competencies of professional psychologists so they may be better equipped to tend to the neurocognitive, neurobehavioral, and psychological needs of the population.
2. To provide knowledge on the biological, cognitive, and affective bases of psychology, as well as the professional competencies related to neuropsychological assessment, diagnosis, and intervention.

### **PROGRAM OBJECTIVES**

1. To understand the scientific foundation of Neuropsychology and to apply the foundational competencies of the profession to clinical practice.
2. To develop skills in conceptualization and intervention design to guide clinical decisions and activities. To use these methods to evaluate the efficacy of interventions.
3. To use instruments for intellectual, behavioral and neuropsychological assessment with the purpose of completing comprehensive evaluations with children, adolescents, adults, and elderly populations.
4. To comprehend the contemporary therapeutic models for evidenced-based intervention planning and the evaluation of results.

### **PROGRAM COMPETENCIES**

1. Graduates will be acquiring and integrating fundamental knowledge on neuropsychology. Throughout the courses and integrated simulations, they will understand, value, and apply up-to-date scientific knowledge in neuropsychology.
2. Graduates will demonstrate professional competencies relevant to neuropsychology.
3. Graduates from the master's program will show responsibility and sensitivity to their patients and

relatives, psychosocial and humanistic qualities and respect the personal, cultural, social, and economic values of others

4. Graduates will demonstrate knowledge and appreciation for the ethical principles of neuropsychology as a profession, as well as the most important elements of professionalism, including altruism, responsibility, duty, excellence, integrity, commitment, and respect of others.
5. Graduates will be able to recognize their information-related needs and how to locate, identify, access, evaluate, organize, and use the information. The information should be translated into knowledge, introspection, and comprehension.
6. Graduates will establish the rapport needed to be able to sustain effective personal and professional relationships. They will also be able to communicate effectively in different contexts: clinical, professional, scientific, etc. They will master verbal and written expression skills, particularly with relationship to neuropsychology.
7. Graduates will acquire the necessary skills to apply new knowledge to their professional endeavors and will maintain an attitude of personal and professional development.

## **ADMISSION REQUIREMENTS AND PROCEDURES**

### **Required Documents**

1. A minimum 3.0 cumulative grade point average (GPA) on a 4.0 scale from a graduate program in psychology, or equivalent grade in the candidate's jurisdiction.
2. Access the following link to complete your admission application [apply.albizu.edu](http://apply.albizu.edu). You can also digitally attach your admission requirements in PDF format. The application form must be sent before the date and accompanied by the fee.
3. Submit official transcripts from all institutions previously attended, signed and sealed.
4. For applicants aspiring to practice in the field of psychology in Puerto Rico, evidence of a valid license to practice psychology in Puerto Rico or evidence of enrollment in a psychology graduate program of a public or private higher institution licensed to operate in your jurisdiction.
5. For those candidates invited to the interview process, we require a letter of intent, written at the time of the interview. The letter of intent must state the candidate's interest in the M.S. in Neuropsychology, the Institution, as well as the candidate's short, medium and long-term goals. A brief essay on a select topic will also be required during the interview process.
6. Two (2) letters of recommendation from a teacher, employer, or community leader (in accordance with the AU format).
7. Negative criminal record certificate, which can be requested online.
8. Original health certificate.
9. Proof of hepatitis-B vaccination.
10. Certificate of Vaccination of the Department of Health (PVAC-3, green form) with original signature of the issuing physician. Applies only to applicants who are 21 years of age or younger at the time of admission. Act No. 25 of 1983 (on immunization) requires that all students 21 years of age or younger, who wish to enter any educational institution in the country, provide an original copy of their PVAC-3 to show that they comply with the minimum immunization requirements. For more information, visit: <http://www.salud.gov.pr/Dept-de-Salud/Pages/Unidades-Operacionales/SecretariaAuxiliar-de-Salud-Familiar-y-Servicios-Integrados/Division-de-Inmunizacion-Vacunacion.aspx>.
11. International students must provide evidence of valid licensure to practice disciplines related to psychology within their jurisdiction, following the requirements established by their jurisdiction.
12. International students must present the evaluation of their academic credentials certified by a duly authorized agency.

### **Admission Procedures**

1. Candidates must submit all required documents by the established deadline.
2. The Admissions Committee will prepare an initial evaluation for every applicant and will assign a

preliminary score to each one based on the criteria and relative values established by the M.S. of Science in Neuropsychology online program. Candidates who qualify will receive an invitation for an interview with program faculty.

3. Selected applicants will be informed of the place, time, and day of the interview.
4. The Admissions Committee will complete the evaluation process of each candidate interviewed and assign a final score based on the program's criteria and relative values.

**IMPORTANT ANNOUNCEMENT:** This degree is not currently conducive to a psychology license in Puerto Rico or the United States. To obtain a license in the field of psychology, each graduate must meet the criteria established by the current regulation in their jurisdiction.

#### **IDENTITY VERIFICATION**

All admitted students are required to present a current ID card for identity verification purposes.

#### **Requirements for the M.S. in Neuropsychology degree:**

1. A cumulative grade point average (CGPA) of 3.00 or higher on a 4.00 scale.
2. Satisfactory completion of 30 credits with grades of "B" or higher in all courses.
3. Satisfactory completion of both capstone projects (CPNP 510 & CPNP 627).
4. Fulfillment of all institutional obligations.
5. Good standing in the program, i.e., no disciplinary action pending or academic or practicum probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again.
6. Recommendation from the program faculty for the master's degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current General Policies and Disciplinary Procedures Manual.

**MASTER IN SCIENCE IN NEUROPSYCHOLOGY ONLINE PROGRAM  
CURRICULAR REQUIREMENTS**

*Please refer to the Tuition and Fees of this catalog for costs associated with credits, laboratories and practices.*

**AREA 1: Fundamental Courses**

|  |           |
|--|-----------|
| NPCF 500 Neuroanatomy and neurobiological bases of behavior..... | 3 credits |
| NPCF 501 Life cycle and neurodevelopment.....                    | 2 credits |
| NPCF 513 Psychometrics and psychological evaluations.....        | 2 credits |
| NPCF 522 Adult and child psychopathology .....                   | 2 credits |
| NPCF 523 Intelligence Assessment .....                           | 3 credits |
| NPCF 520 Ethics and professional conduct .....                   | 1 credit  |
| NPCF 527 Evidence-based psychotherapies.....                     | 2 credits |

**AREA 2: Concentration courses**

|  |           |
|--|-----------|
| NPCC 601 Neuropsychology and neuropathology: adults and the elderly..... | 3 credits |
| NPCC 622 Neuropsychological assessments in adults and the elderly.....   | 3 credits |
| NPCC 602 Pediatric neuropsychology and neuropathology.....               | 3 credits |
| NPCC 624 Neuropsychological evaluation in children and adolescents.....  | 2 credits |
| NPCC 626 Neuropsychological interventions.....                           | 2 credits |

**AREA 3: Capstone Projects**

|   |            |
|---|------------|
| CPNP 510 Capstone project I: Methodology, research, and statistics..... | 1 credit   |
| CPNP 627 Capstone project II: Narrative and Systematic Review.....      | 1 credit   |
| Total Academic Credits .....  | 30 credits |

**MASTER OF SCIENCE IN NEUROPSYCHOLOGY (MS)  
CURRICULAR SEQUENCE**

| <b>FIRST YEAR</b>             |   |           |                                  |
|-------------------------------|---|-----------|----------------------------------|
| <b>First Session: FALL</b>    |   |           |                                  |
| Code                          | Course Title  | Credits   | Prerequisites                    |
| NPCF 500                      | Neuroanatomy and Biological Bases of Behavior                     | 3         | None                             |
| NPCF 501                      | Lifecycle and Neurodevelopment                                    | 2         | None                             |
| NPCF 513                      | Psychometrics and Psychological Assessment                        | 2         | None                             |
| NPCF 522                      | Psychopathology in Children and Adults                            | 2         | None                             |
| NPCC 523                      | Assessment of Intelligence  | 3         | None                             |
| NPCF 520                      | Ethics and Professional Conduct                                   | 1         | None                             |
| CPNP 510                      | Capstone I: Research Methods and Descriptive Statistical Analyses | 1         | None                             |
| NPCF 527                      | Evidence Based Psychotherapies                                    | 2         | None                             |
| <b>TOTAL</b>                  |   | <b>16</b> |                                  |
| <b>Second Session: SPRING</b> |   |           |                                  |
| Code                          | Course Title  | Credits   | Prerequisites                    |
| NPCC 601                      | Neuropsychology and Neuropathology: Adults and Elderly            | 3         | NPCF 500                         |
| NPCC 622                      | Neuropsychological Assessment: Adults and Elderly                 | 3         | NPCF 513<br>NPCF 500<br>NPCC 523 |
| NPCC 602                      | Pediatric Neuropsychology and Neuropathology                      | 3         | NPCF 500                         |
| NPCC 624                      | Neuropsychological Assessment: Children and Adolescents           | 2         | NPCF 513<br>NPCF 500<br>NPCC 523 |
| NPCC 626                      | Neuropsychological Intervention                                   | 2         | NPCF 500                         |
| CPNP 627                      | Capstone Project II: Narrative and Systematic Review              | 1         | CPNP 510                         |
| <b>TOTAL</b>                  |   | <b>14</b> |                                  |



## MASTER'S IN SCIENCE IN NEUROPSYCHOLOGY-ONLINE PROGRAM

### COURSE DESCRIPTIONS

#### **NPCF 500 - NEUROANATOMY AND BIOLOGICAL BASES OF BEHAVIOR**

This course will provide a review of the basic knowledge in physiological psychology and current theories in cognitive science. The course will include the description of the physiological processes of human behavior, such as the structure of the neurological system, sensory systems, synaptic chemistry, cognitive processes, and pathologies. Also, this course will introduce different theories and research related to the cognitive and affective aspects of behavior, such as emotion, language, memory, attention, perception, problem solving and decision making. The course will follow an online flipped learning model of instruction.

#### **NPCF 501- LIFESPAN AND NEURODEVELOPMENT**

This course reviews theory and research related to human growth and development through the life cycle. Students will study the biological, genetic, historical, socio-cultural, economic, and psychological foundations of human development. Emphasis will be given to neurobiological, factors of normative development. The topic of individual differences is emphasized throughout all units of the course. Students will be assisted in developing the knowledge and skills to apply the concepts acquired during the course to their clinical and research practice as psychologists. The course will follow a flipped online learning model of instruction.

#### **NPCF 513- PSYCHOMETRICS AND PSYCHOLOGICAL ASSESSMENT**

This is the first course of the neuropsychology sequence offered for the development of assessment and testing skills. The first portion of the course focuses on the basic skills needed to conduct a psychological assessment. The course 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 techniques. The course will follow an online flipped learning model of instruction.

#### **NPCF 522 - PSYCHOPATHOLOGY IN CHILDREN AND ADULTS**

This course leads students to become proficient diagnosticians competent in applying the main theories and concepts of the field of psychopathology. Students will understand the utility and limitations of the current version of the Diagnostic and Statistical Manual of Mental Disorders and learn additional methods and models to guide their diagnostic and treatment endeavors. Students will learn to include cross-cultural dimensions while performing diagnostic formulations and treatment planning. Students will develop skills in performing mental status assessments to identify signs, symptoms, and dynamics of the primary psychopathological syndromes in children, adolescents, and adults. The course will follow a flipped-online teaching model of instruction.

#### **NPCC 523 - ASSESSMENT OF INTELLIGENCE**

This course provides a critical analysis of the major theories of cognitive and intelligence development and their application to the measurement of intelligence. Genetic, developmental and environmental factors impacting intellectual abilities are also analyzed. The student is expected to develop skills in the process of scoring and clinical interpretation of the Wechsler Intelligence Scales with children and adults, Beery VMI and Vineland Adaptive Behavior Scales. Cultural sensitivity to the Latin American populations and other ethnic minorities will be considered. Research, professional and ethical issues related to measurement and testing will be revised. The student must also attend simulation sessions in order to acquire skills in the scoring, clinical interpretation, and report writing of standardized intelligence, visual motor coordination, and adaptive behavior tests. The course will follow a flipped learning model of instruction.

#### **NPCF 520 - ETHICS AND PROFESSIONAL CONDUCT**

This course introduces topics related to ethical issues, legal issues, and professional conduct in the practice of psychology and neuropsychology. Topics to be addressed include analysis of value conflicts, including those that may reflect different cultural orientations, decision-making, maintenance of high professional

standards, confidentiality, and standards for human research. The course will follow a flipped learning model of instruction.

### **CPNP 510 - CAPSTONE I: RESEARCH METHODS AND DESCRIPTIVE STATISTICAL ANALYSES**

This course familiarizes students with scientific research and with the techniques available to conceptualize and design a systematic review proposal. Emphasis will be given to the process of scientific inquiry and its application to experimental, non-experimental, studies, as well as systematic reviews. Although descriptive and correlational techniques are discussed, the emphasis will be on the project conceptualization and research designs rather than data analyses. Students will become capable of discriminating among the various steps needed to conceptualize and design a systematic review research paper. The course will follow a flipped learning model of instruction.

### **NPCF 527 - EVIDENCE BASED PSYCHOTHERAPIES**

The course will identify the psychotherapies based on scientific evidence available in Latin America and the United States for intervention with children, adolescents, and adults, as well as the theoretical bases that support different types of intervention under a cognitive-behavioral model. As a practical component, we will be working on the conceptualization and development of an intervention plan under a cognitive-behavioral model and the application of strategies to hypothetical cases. The course will follow a flipped online learning model of instruction.

### **NPCC 601: NEUROPSYCHOLOGY AND NEUROPATHOLOGY: ADULTS AND ELDERLY**

This is an advanced course focusing on adult neuropsychology and neuropathology. Students will acquire knowledge of neuropathological conditions impacting neurocognitive functioning and behavior in adult and elderly populations. Through the review of relevant neuroanatomical concepts, research, presenting symptoms, etiology/neuropathology/neurophysiology, and neuropsychological profiles for specific disorders, students will gain an understanding of conditions such as dementia, vascular pathologies, brain tumors, traumatic injuries and encephalopathy, among others. Students will gain an understanding of the field of neuropsychology and its role in assessment, differential diagnosis, case management and intervention of patients with these conditions. Clinical cases and neuropsychological profiles will be reviewed to provide an applied and practice-based approach to learning. The course will also provide a basis for understanding primary cognitive domains, as well as cultural and ethical considerations in the practice of neuropsychology. The course will follow a flipped online learning model of instruction. **PREREQUISITE: NPCF-500**

### **NPCC 622 - NEUROPSYCHOLOGICAL ASSESSMENT: ADULTS AND ELDERLY**

The purpose of this course is for students to develop the ability to administer, score, and interpret many of the current neuropsychological tests used to evaluate adult and elderly populations. Students will be exposed to the different types of tests currently utilized to assess attention/concentration, memory, language, motor-sensory functioning, visual constructive/nonverbal skills and executive functions. The students will gain a basic understanding of how to evaluate holistically the patient's cognitive functioning and how to write comprehensive neuropsychological reports. The course will follow a flipped online learning model of instruction. **PREREQUISITE: NPCF-513, NPCF-500, NPCC-523**

### **NPCC 602 - PEDIATRIC NEUROPSYCHOLOGY AND NEUROPATHOLOGY**

This is an advanced course that provides an introduction to the theory and practice of pediatric neuropsychology. Students will gain an understanding of the field through review of pediatric medical and neurodevelopmental disorders that impact cognition and behavior. Students will acquire knowledge through the review of relevant research, presenting symptoms, etiology/neuropathology/neurophysiology, neurodevelopment and neuropsychological profiles for specific disorders. Clinical cases and neuropsychological profiles will be analyzed to provide an applied and practice-based approach to learning. The course will also provide a basis for understanding primary cognitive domains and their assessment, as well as cultural and ethical considerations in the practice of pediatric neuropsychology. The course will follow a flipped online learning model of instruction. **PREREQUISITE: NPCF-500**

### **NPCC 624 - NEUROPSYCHOLOGICAL ASSESSMENT: CHILDREN AND ADOLESCENTS**

In this course, the developmental neuropsychological model will be applied to develop knowledge and competency in the pediatric neuropsychological assessment. The following competencies will be developed and applied throughout practice: the clinical intake within the context of the neuropsychological evaluation

of children and adolescents; administration, scoring and interpretation of pediatric neuropsychological tests; integration of both quantitative and qualitative data; and neuropsychological report writing directed to pediatric populations. In addition, comprehension on how neurobiological, maturational, sociocultural and ethical factors should be taken into consideration in the process of selecting and interpreting neuropsychological tests with children and adolescents will be developed. The course will follow a flipped online learning model of instruction. **PREREQUISITE: NPCF-513, NPCF-500, NPCC-523**

#### **NPCC 626 - NEUROPSYCHOLOGICAL INTERVENTION**

This course addresses rehabilitation and intervention of degenerative and non-degenerative brain disorders from a neuropsychological perspective. Mechanisms of recovery will be discussed against a backdrop of evidence-based practice, relevant neuropsychological and psychological theory and relevant scientific literature. The course examines interventions across the most frequently impaired cognitive domains including memory (mild cognitive impairment, and acquired brain injury), attention/executive function (acquired brain injury/traumatic brain injury, concussion), visuospatial/perceptual, motor functioning and behavior-management (dementia). Focus is given to a biopsychosocial approach where levels of functioning are approached from impairment, activity, and participation levels. Other relevant topics in neuropsychological rehabilitation and intervention are also covered including program evaluation, neuroplasticity, and the increasing role of assistive technology. The course will follow a flipped learning model of instruction. **PREREQUISITE: NPCF-500**

#### **CPNP 627 - CAPSTONE PROJECT II: NARRATIVE AND SYSTEMATIC REVIEW**

This capstone familiarizes students with the scientific rigor and with the techniques available to conceptualize, design, analyze and interpret a narrative or a systematic review project. Emphasis will be given to the process of scientific inquiry of a systematic review and its application within the area of psychology and neuropsychology. Students will be able to conceptualize, implement, gather, summarize and interpret information. Finally, students will write a systematic review paper. This course will follow a hybrid flipped learning model of instruction. **PREREQUISITE: CPNP-510**

## DOCTORAL PROGRAMS GENERAL INFORMATION

The San Juan Campus and Mayagüez University Center have established the following requirements for all doctoral programs. Information on the requirements for specific programs can be found in the individual program sections of this catalog.

### GENERAL REQUIREMENTS FOR THE DOCTORAL DEGREE

1. A cumulative grade point average (CGPA) of 3.25 on a 4.00 scale for the Ph.D. and Psy.D. in Clinical Psychology and Counseling Psychology programs; a CGPA 3.00 or higher on a 4.00 scale for the Ph.D. in Industrial/Organization Psychology and Ph.D. in Psychology with a Specialization in Consulting, Research, and Teaching programs.
2. Completion of a minimum of three years of full-time residency in the program.
3. Satisfactory completion of all academic courses and laboratories, as applicable.
4. Satisfactory completion of the required supervised practicum hours and internship, if applicable.
5. Satisfactory completion of the following seminars, as applicable by program:
  - a. Statistical Package for the Social Sciences I (RMIC-741)
  - b. Advanced Statistical Package for the Social Sciences (RMIC-742)
  - c. APA Writing Style Seminar (SEMM-531)
  - d. Workshop on Writing Skills and Case Conceptualization (SEMM-532)
  - e. Self-Care Graduate Studies (SEMM-540)
  - f. Written and Oral Communication (SEMM-545)
  - g. Psychopharmacology for Non-Prescribing Clinicians (SEMM-550)
  - h. Advanced APA Style Seminar (SEMM-700)
  - i. Advanced Workshop on Writing Skills and Case Conceptualization (SEMM-701)
6. Passing scores (70% or above) on the written portion of the Doctoral Comprehensive Examinations and a Pass in the oral portion of the Examination, if applicable.
7. Satisfactory completion and approval of a doctoral project or dissertation
8. Satisfactory completion of a 2,000-hour predoctoral internship in clinical psychology on a full-time basis (40 hours/week) during a one-year period or part-time (20 hours/week) during a two-year period in a facility approved by the program, if applicable.
9. Fulfillment of all institutional obligations.
10. Good standing in the program, i.e., no disciplinary action pending or academic or clinical probation.
11. Recommendation from the program faculty for the doctoral degree; students seeking a doctoral degree must demonstrate, to the satisfaction of the faculty, those professional, ethical, and personal qualities and attributes described in the current *General Policies and Disciplinary Procedures Manual*.

*Note: Nonrequired courses taken by students in other programs will always be construed as elective courses*

*within the program into which they were officially admitted. Candidates for the degree of Psy.D. or Ph.D. in Clinical Psychology must successfully complete the Doctoral Comprehensive Examination and satisfy all requirements for degree candidacy prior to undertaking an internship.*

## CLINICAL PRACTICUM

All students in a clinical degree program are required to complete a clinical practicum at the Clínica de la Albizu and/or at a designated agency or, with approval, an alternative location. The number of hours of practicum per term will depend on the program requirements. In every case, students will receive high-quality professional training in the areas of psychotherapy, clinical assessment and evaluation, community consultation, and preventive mental health. Clinical practicum experiences are organized in a sequential and systematic way, in congruence with the academic curriculum.

Major clinical competencies addressed in the training include:

- a) Research
- b) Ethical and legal standards
- c) Individual and cultural diversity
- d) Professional values and attitudes
- e) Communication and interpersonal skills
- f) Assessment
- g) Intervention
- h) Supervision
- i) Consultation and interprofessional/interdisciplinary skills

Students are required to service clients in the following modalities, while adhering to the ethical principles and professional guidelines and standards of the profession: individual psychotherapy with children, adolescents, and adults; group therapy; and family therapy.

Placements will be commensurate with each student's academic level and demonstrated clinical skills. Students are required to enroll in clinical practicum during each term of coursework, unless authorized by the Director of Clinical Training (DCT) and by the Chancellor, upon presenting justified reasons, to receive a clinical dispensation.

All supervision is provided by licensed clinical psychologists. All students receive a minimum of one hour per week of supervision at the Clínica de la Albizu and/or at designated outside agencies. Students can acquire experience in the following settings: schools (public, private); Early Head Start; specialized disability, rehabilitation, and autism facilities; retirement homes; forensic settings (courts, correctional facilities); health-related hospitals (oncology, trauma, gastroenterology, kidney disease, general medicine); psychiatric hospital wards; vocational rehabilitation agencies; and other university clinics island wide.

The Clínica de la Albizu provides students with the opportunity to train in the following specialized programs: Sexual Abuse Support Program for Children and their Families, Domestic Violence Program, Dialectical Behavior Therapy for Borderline Personality Disorder, Early Intervention, Development, and Autism.

Students enrolled in the Ph.D. in Clinical Psychology program must successfully complete 1,556 hours of clinical practicum (levels I to VIII). Psy.D. in Clinical Psychology students must successfully complete 1,339 hours (levels I to VII). Psy.D. in Counseling Psychology students must successfully complete 1,000 hours (levels I to V). All requests for alternative placements should be addressed to the DCT and accompanied by the recommendation of the clinical supervisor. The DCT will orientate the student and arrange for the placement.

All students must follow professional standards and guidelines for clinical training in accordance with the laws, regulations, rules, and policies governing health science psychology at all levels (local, state, regional, and federal).

## **PH.D. IN CLINICAL PSYCHOLOGY RESEARCH PROJECT**

Incoming first-year students will be assigned a research/academic mentor who will work with them throughout their programs. Each student will be required to complete an individual second-year research project (RPIC-671) that must be submitted for publication to a peer-reviewed journal before the student can apply for an internship. Students must enroll in RPIC-671 for all three second-year terms.

Students will be required to present their second-year project proposals to a committee of two faculty members by January of their second year. They must complete their projects by January of their third year. Any student who has not completed his or her project by the end of spring term in the third year will be considered to be out of compliance with the program requirements and will be invited to an alert meeting, where the student's difficulties in meeting program milestones will be assessed and discussed and a remediation plan will be implemented. The remediation plan will include a timeline to complete the project. Students who do not meet the goals set in the alert meeting will be subject to dismissal from the program.

## **PH.D. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY APPLIED RESEARCH AND PRACTICUM**

Students in the Ph.D. in Industrial/Organizational Psychology program are required to successfully complete an applied research project (IOMO-801). Each student carries out an applied research project approved by the Albizu Institutional Review Board. The project must end in the submission of a paper to a peer-reviewed journal or in a professional presentation. Students have three consecutive opportunities (beginning in the Fall term after the completion of prerequisites) to enroll in IOMO-801. Enrollment must be consecutive. Students should pair with a supervisor for this project.

Ph.D. in Industrial/Organizational Psychology students are also required to enroll in the industrial/organizational practicum. The practicum is designed to be a learning experience in the application of organizational training and human resources management skills in a variety of organizational contexts.

Requirements for research project completion and for the practicum are specified in the *Manual of Administrative Norms and Procedures for Research Practice*, available at the Research Training Program office on the San Juan Campus.

## **TIME LIMITS**

All doctoral candidates must complete the degree requirements within a period of seven years from the date of registration for the anticipated degree. A one-year extension may be obtained upon the recommendation of the Chancellor and approval of the President. Under no circumstances will a degree extension of more than one year be granted.

## **MINIMUM INCREMENTAL PROGRESS**

At the end of each academic term, Albizu will certify each student's successful completion of the appropriate percentage or amount of work according to the Satisfactory Academic Progress Policy defined in this catalog.

## **RESIDENCY REQUIREMENT**

Full-time residency of no less than three years is required for all doctoral students.

## **DOCTORAL COMPREHENSIVE EXAMINATIONS (As amended in May 2020)**

The student applying for a doctoral degree in Albizu must pass the Doctoral Comprehensive Examination, at any time, after the completion of the required core courses of the Program. The student is also required to comply with the following:

1. satisfactory completion of the required doctoral level academic courses
2. overall GPA of 3.00
3. good standing\*
4. grades of "B" or above in core (foundation) courses, required by the academic program

The student aspiring to a doctoral degree must pass the Doctoral Comprehensive or Degree Examination before undertaking the internship if this is a requirement of the program. Specific requirements can be found under each academic program. These examinations are designed to measure the student's academic knowledge and professional competence in the general areas of psychology or your discipline and in the program's area of concentration. To be able to sit for the doctoral comprehensive examinations, the student must have successfully completed the academic credit hours of the core courses stipulated by each academic program.

Students are permitted to make a maximum of three (3) attempts at passing the exam. If a third attempt is required, the student must complete a prescriptive plan of action as established by the faculty prior to sitting for the examination. Please see the respective program director for the Doctoral Comprehensive Examination Outline for further information.

## **RESEARCH TRAINING PROGRAM**

The Research Training Program (RTP) is a specialized training program designed to develop research competencies in students to advance the role of science in understanding human behavior and society. RTP provides training experiences for students, stimulates faculty involvement in research, develops data banks for present and future research projects, and provides specialized services to the academic community and the community at large.

The main goals of RTP are:

1. To develop in students the skills and competencies necessary to design and implement research projects.
2. To offer research services to students and the community.
3. To foster the design and implementation of research projects by students.
4. To promote the dissemination of scientific knowledge within the community through the *Albizu Behavioral Sciences Journal (Revista Ciencias de la Conducta)*.

In accordance with these goals, RTP manages the research practicum of all Ph.D. students, the dissertation process, the publication of the *Behavioral Sciences Journal*, and the Institutional Review Board of Albizu University.

## **INTERNSHIP PLACEMENTS FOR THE CLINICAL PSYCHOLOGY PROGRAMS**

Developing and maintaining adequate training sites for doctoral internships is a critical part of Albizu's Ph.D. and Psy.D. in Clinical Psychology programs. The Academic Program Directors (APD) are responsible for monitoring that each internship placement abides by the Standard of Accreditation for Health Service Psychology of the American Psychological Association (APA), the Association of Psychology Postdoctoral



Internship Centers (APPIC), and all laws that regulate and govern the practice of psychology in Puerto Rico and the United States.

All internship candidates must complete the AAPI On-line, the online application for psychology interns of the Association of Psychology Postdoctoral and Internship Centers. The DCT reviews every AAPI Online application in consultation with the core faculty of the program. Approval is granted based on the narrative provided in the application. During the Spring and Summer terms of the third year, applicants receive didactic training and mentoring from the Academic Program Directors, the DCT, the Internship Coordinator and the core faculty regarding best practices for completing the APPI Online.

The internship program directors send occasional reports to the AD's. These reports are used to verify that interns are in good standing in terms of the competencies they are expected to achieve. The DCT continuously monitors and evaluates all clinical training activities, including monitoring remedial plans or other corrective actions recommended for an intern and discussing the intern's performance with his or her Internship Training Director. As of January 2017, the DCT is responsible for contacting internship sites to obtain information as to a student's performance.

*Please note that Internship candidates must pass the Doctoral Comprehensive Examinations and complete all academic and clinical requirements no later than the Fall term of the year prior to commencing the internship.*

### **Ph.D. in Clinical Psychology Internships**

Candidates for a Ph.D. in Clinical Psychology are required to complete one calendar year of full-time Internship (12 consecutive months), with a minimum of 2,000 hours of supervised clinical experience. During this period, the Intern must complete a minimum of 25% (or 500 hours) of clinical face-to-face contact. Although an intern may complete the minimum hours required before the official ending date, he/she is required to continue with his/her responsibilities until the full 12-month term is completed, as established in his/her Academic Contract.

In exceptional cases, and only with the previous authorization of the Program Director and APA, a half-time (two years or 24 consecutive months) internship may be authorized. In every case, it is the prerogative of the program faculty to approve or deny a half-time internship in consultation with APA.

All interns receive a minimum of four hours of supervision per week with a minimum of two hours spent in individual, face-to-face supervision. The clinical supervisor must hold a doctoral degree in clinical psychology with established credentials under the laws that regulate the practice of psychology in Puerto Rico or the United States. Interns have several opportunities throughout the internship year to attend didactic presentations, workshops, and training sessions. Didactic training sessions consist of a minimum of two hours per week.

To apply for an internship, the program requires the following:

1. Successful completion of the second-year project and submission for publication to a peer-reviewed journal.
2. A dissertation proposal meeting scheduled for no later than August 1 of the year the student is applying for an internship.
3. Successful completion of a minimum of 1,000 practicum hours.
4. Completion of all coursework.
5. Attendance at all internship preparation meetings with the DCT.

Students registered for Internship are full-time students. Every candidate must demonstrate internship readiness to be certified by the DCT. No candidate shall enroll in an internship without this certification from the DCT.

The internship clinical site must be APA accredited. Under exceptional circumstances, a student may petition the program faculty for permission to complete a non-APA-accredited internship. It is the student's responsibility to secure an internship placement approved by the DCT.

### **Psy.D. in Clinical Psychology Internships**

To apply for an internship, the Psy.D. program requires the following:

1. Successful completion of a minimum of 1,125 practicum hours (650 hours face to face, 150 hours assessment, 325 hours supervision).
2. Establishment of the dissertation committee and scheduling of a meeting during the first two weeks of the fall term of the year the candidate is applying for an internship.
3. Attendance of all internship orientation meetings.
4. Demonstration of compliance with all above-mentioned requisites to be certified by the academic program director (ADP) and the DCT; the candidate cannot apply for an internship without this certification.

The internship site must be APA accredited, unless the candidate has approval from the APD and core faculty to apply to an alternative internship. It is the student's responsibility to secure an internship placement approved by the APD and core faculty.

### **SAN JUAN INTERNSHIP PROGRAM IN CLINICAL PSYCHOLOGY CONSORTIUM**

The San Juan Internship Program in Clinical Psychology Consortium is a member of APPIC but is not approved by the APA. Albizu University provides administrative support to the consortium through the SJCIternship Department.

### **CLÍNICA DE LA ALBIZU INTERNSHIP TRAINING PROGRAM IN CLINICAL PSYCHOLOGY**

The Clínica de la Albizu (CA) Clinical Psychology Internship is a pre-doctoral internship exclusively for eligible fourth year or higher students enrolled in the Albizu Psy.D. and Ph.D. in Clinical Psychology programs. The internship is competitive, with a limited number of students accepted each year. Please see the information on internship placements for Ph.D. and Psy.D. in Clinical Psychology students elsewhere in this section of the catalog for details on meeting the internship requirement of the doctoral degree program.

The CA internship is a full-time, 12-month experience that consists of participation in three programs: (1) general clinical, (2) domestic violence, and (3) sexual abuse. The program structure allows interns exposure to diverse clinical experiences and supervisory approaches and styles. If special circumstances arise (e.g., maternity, serious injury or illness) after interns have been accepted into or have begun the program, the internship might be extended beyond the 12-month period.

The CA is an outpatient community mental health treatment facility founded in 1966 in affiliation with the San Juan Campus. It serves as an on-campus clinical practicum site for students enrolled in Albizu master's and doctoral programs in clinical psychology.

## **Mission**

The mission of the CA aligns with Albizu's mission, which is to achieve greater representation of Hispanic psychology educators, researchers, and practitioners in Puerto Rico and in the United States.

## **Philosophy**

The CA internship training philosophy is rooted in the practitioner-scholar model of psychology. Although active involvement in research is not required of interns, it is encouraged, and training in clinical techniques is presented in relation to the framework of science that underpins clinical practice. The internship is in an academic setting that offers the opportunity for involvement in research for interns who wish it. Research mentorship under a faculty member is encouraged and coordinated for interns. A developmental framework and competency-based approach to learning and assessment guides a core focus on continuing to cultivate professional trainee competencies (knowledge, skills, attitudes), thereby building on competencies learned during doctoral training and anchored by the science of psychology.

## **Program Goals, Objectives, and Competencies**

Interns will achieve the following goals and demonstrate mastery of the associated competencies by the end of the program:

*Goal 1: Develop the intern's ability to integrate clinical theory and practice in the application of knowledge, assessment, and clinical skills in the practice of psychology.*

**Objective A:** To perform proficient psychological assessments.

*Competencies:*

1. Select and use assessment instruments with appropriate norms and appropriate criterion-reference standards to evaluate clients and answer diagnostic questions.
2. Recognize and properly address test limitations.
3. Administer and score instruments following current guidelines and procedures.
4. Apply knowledge of individual and cultural diversity in the assessment process and diagnosis.
5. Interpret and integrate results obtained from multiple sources (e.g., multiple assessment instruments, interviews, and collateral information) to produce useful and accurate reports.
6. Demonstrate successful initial and follow-up interviewing skills with individuals, couples, and families who are dealing with psychological disorders.
7. Formulate clinical conceptualizations, diagnoses, recommendations, and/or professional opinions using relevant criteria and considering all assessment data.
8. Demonstrate skills in formulating case diagnosis (*DSM*-guidelines), treatment plans, treatment recommendations, and intervention strategies.
9. Explain test results to individuals, parents, couples, families, and interdisciplinary and multidisciplinary teams in clear and simple terms.
10. Conduct high-quality forensic interviews with children and families who have suffered from psychological trauma because of child sexual abuse and domestic violence.
11. Write assessment reports to address child sexual abuse allegations.

**Objective B:** To provide proficient psychological interventions.

*Competencies:*

1. Establish a positive therapeutic rapport with patients/clients while maintaining appropriate professional boundaries.
2. Apply to the intervention's knowledge of evidence-based practice (including empirical bases of assessment, intervention, and other psychological applications), clinical expertise, and client preferences.
3. Formulate and conceptualize cases and plan interventions using at least one consistent theoretical framework.
4. Interpret, evaluate, and integrate results of data collection activities within the context of scientific/professional knowledge to formulate and reformulate working hypotheses, conceptualizations, and recommendations.
5. Make differential diagnoses using the *Diagnostic and Statistical Manual of Mental Disorders*, version 5.
6. Conduct psychological interventions according to conceptualization, diagnosis, and treatment plans.
7. Provide interventions for a variety of modalities (e.g., individuals, families, couples, and groups) in a proficient way.
8. Demonstrate in supervision, case conferences, and class presentation and discussion, a knowledge of and proficiency in a broad range of psychological interventions (e.g., CBT, psychodynamic model, systemic models, existential, narrative therapy, and integrative models, among others).
9. Implement psychological treatment plans for individuals, groups, and families to mitigate complex trauma in children and their families because of child sexual abuse and domestic violence.
10. Determine the best psychological practice for treating sexually victimized children.

**Objective C:** To use a scientific base for clinical practice and research.

*Competencies:*

1. Select interventions for individuals, families, groups, and community-based organizations based on assessment and available research evidence, as well as on contextual and cultural factors.
2. Apply interventions with individuals, families, groups, community-based organizations based on available research evidence and contextual factors.
3. Modify interventions as needed based on knowledge of individual and cultural characteristics, situational and environmental variables, emerging information, outcome data, and current research.
4. Apply evidence-based criteria in the selection and use of assessment methods (e.g., psychometric properties and cost effectiveness).

5. Independently seek out and read scientific literature pertaining to cases at hand and understand the implications of research for clinical practice.
6. Demonstrate the ability to formulate questions deriving from clinical issues amenable to scientific exploration and to plan and implement research to address such questions (optional competency if involved in active research).
7. Administer baseline, progress, and outcome scales to assess the client's clinical progress in psychotherapy.

**Objective D:** To provide proficient psychological consultation.

*Competencies:*

1. Communicate effectively and professionally with staff from a variety of disciplinary backgrounds, as demonstrated in consultative activities.
2. Understand questions and issues raised by non-psychologists and structure them so that they are amenable to psychological investigation, as demonstrated in consultative activities.
3. Communicate psychological concepts effectively to non-psychologists, verbally and in writing, as demonstrated in consultative activities.

*Goal 2: To provide high-quality services to a culturally diverse population.*

**Objective A:** Employ sensitivity when working with individuals with diverse cultural, ethnic/racial, and social backgrounds and sexual orientations.

*Competencies:*

1. Apply theory, research, professional guidelines, and personal understanding about social contexts to work effectively with diverse individuals, families, groups, and community-based organizations.
2. Communicate and work effectively with individuals, families, groups, and community-based organizations from diverse cultural, ethnic/racial, and social contexts.
3. Demonstrate respect for others, including those with conflicting viewpoints.
4. Evaluate and apply knowledge of self as a cultural being when engaged in assessment, treatment, and consultation.
5. Apply knowledge, sensitivity, and understanding regarding individual and cultural diversity issues to work effectively with diverse others in assessment, treatment, and consultation.
6. Include sociocultural characteristics in the written conceptualization of cases.

*Goal 3: To foster the intern's sense of professional identity consistent with the highest standards of clinical practice*

**Objective A:** To maintain the highest ethical standards.

*Competencies:*

1. Demonstrate knowledge and understanding of the American Psychological Association and the Examining Board of Psychologists of Puerto Rico Ethical Principles and Codes of Conduct, as

well as national and federal laws, rules, regulations, and professional standards and guidelines relevant to health service psychology.

2. Apply appropriate decisions to ethical dilemmas in clinical practice.
3. Integrate personal moral principles and ethical values in professional conduct.
4. Demonstrate and promote values and behaviors commensurate with established standards of practice, including ethics codes, laws, and regulations.
5. Identify complex ethical and legal issues, analyze them accurately, and proactively address them.
6. Show adherence to professional values and accept responsibilities for personal actions in the development of professional identity.
7. Understand and safeguard the welfare of others.
8. Demonstrate personal and professional awareness of strengths, limitations, and areas of growth as a clinician.

**Objective B:** To develop the attitudes and skills needed to support lifelong learning.

*Competencies:*

1. Negotiate differences and handle conflict satisfactorily; provide effective feedback to others and receive feedback non-defensively.
2. Communicate effectively and respectfully with individuals in multiple settings.
3. Work effectively on multidisciplinary teams
4. Demonstrate appropriate and effective working relationships with peers and supervisors; manage differences openly, effectively, and appropriately; and use support of peers and supervisors when needed.
5. Takes initiative in ensuring that key tasks are accomplished, complete documentation in a thorough and timely manner, and take steps to enhance own learning.
6. Demonstrate responsibility and documentation skills at the clinical site during the internship program.
7. Adhere to the policies and procedures of the internship site.
8. Demonstrate responsible conduct with respect to time management, including being on time for supervision meetings and established hours at the clinical site.

*Goal 4: To develop the intern's capabilities in clinical supervision in accordance with the highest standards of clinical practice.*

**Objective A:** To develop the intern's skills as a clinical supervisor.

*Competencies:*

1. Demonstrate knowledge and understanding of at least one clinical supervision model.
2. Appropriately apply model during the supervision process.

3. Demonstrate knowledge of and adhere to ethical conduct and professional values during the supervision process.
4. Identify and acknowledge cultural diversity during the supervision process.
5. Establish a safe, accepting, and sensible atmosphere during the supervision process.
6. Demonstrate the capacity to assess developing competencies in supervisee.
7. Offer constructive feedback during the supervision process.
8. Integrate the recommendations of the intern's own supervisor in the process of supervising others.

### **DISSERTATION AND DOCTORAL PROJECT POLICY (As amended in May 2020)**

All candidates for a doctoral degree must complete either a dissertation or a Doctoral Project (Psy.D. students only as stated in program requirements) demonstrating a level of professional and scholarly work in a topic related to their field of study.

Students may begin the Dissertation or the Doctoral Project during or upon the completion of the sixth training block, towards the end of the second year of studies. Specific requirements are indicated in each academic program catalog.

In the case of the students enrolled in the PhD in Industrial and Organizational Psychology in the San Juan Campus, the dissertation process starts upon completion of master's degree requirements and are admitted to doctoral studies.

In the case of the students enrolled in the PhD in Human Services program in the Miami Campus, the dissertation process initiates during the first year of studies by completing a Dissertation Concept Paper.

Students are required to enroll for a minimum of two (2) academic sessions for the Dissertation or Doctoral Project.

Students receive a grade of Pass or No-Pass for each session they are enrolled in Dissertation or Doctoral Project. If a student receives two (2) grades of No Pass in the Dissertation or Doctoral Project at any time while enrolled in this process, he/she is subject to automatic dismissal from their Academic Program.

Students enrolled in Dissertation or Doctoral Project are considered full-time students up to a maximum of six (6) sessions of enrollment. After the sixth session, students who are only enrolled in Dissertation or Doctoral Project will be ineligible for financial aid as full-time students.

Additional requirements and guidelines for the Dissertation or Doctoral Project are listed in the Dissertation or the Doctoral Project Handbook available in the corresponding academic program office and online.

#### **Ph.D. Students**

All Ph.D. students must complete the following scholarly activities (the program in which the student is enrolled will decide which alternative or alternatives their students should be able to perform):

- A. All students should submit a dissertation/doctoral project proposal that includes:

1. A comprehensive and extensive literature review with a theoretical framework.
  2. An appropriate methodology, which includes a data analysis section.
- B. The student must present the proposal defense. After the defense, the student must submit the proposal to the Institutional Review Board (IRB). Once the proposal is approved by the IRB, data can be collected. *Note that only those projects that require recruitment of subjects will be submitted to the IRB.*
- C. The final project can be written in any one of the following formats:
1. A traditional dissertation with a lengthy and detailed exposition of results and discussion
  2. One or more scholarly articles that the student writes and submits to a peer-reviewed journal. Evidence of submission should be presented. The final document will include the following:
    - a. Literature review
    - b. Methodology
    - c. Scholarly article (results)
    - d. References
    - e. Appendices (if applicable)
- D. Upon dissertation committee approval of the final document, the student will conduct the dissertation/doctoral project defense.

### **Professional Doctorate Students**

All professional doctoral students must complete the following (the program in which the student is enrolled will decide which alternative or alternatives their students should be able to perform):

- A. All students should complete a dissertation/doctoral project proposal that includes:
1. A comprehensive and extensive literature review with a theoretical framework.
  2. An appropriate methodology, which includes a data analysis section.
- B. The student must present the proposal defense. After the defense, the student must submit the proposal to the IRB. Once the proposal is approved by the IRB, data can be collected. *Note that only those projects that require recruitment of subjects will be submitted to the IRB.*
- C. The final document can be written in any one of the following formats:
1. A traditional dissertation with a lengthy and detailed exposition of results and discussion and an appropriate methodology that includes a data analysis section.
  2. One or more scholarly articles that the student writes and submits to a peer-reviewed journal. Evidence of submission should be presented. The final document will include the following:



- a. Literature review
  - b. Methodology
  - c. Scholarly article
  - d. References
  - e. Appendices (if applicable)
3. A lengthy and detailed exposition of an original idea, defined as an extensive project (also known as the doctoral project) undertaken by the student to apply, illustrate, develop, integrate, and communicate knowledge in a specific field of study (suggested projects: Human Services Program Designs, Manuals, Case Studies, Need Assessments, Critical Review and Analysis of the Literature, Profile and Socio-demographic Studies, and similar projects approved by the program).
- D. Upon dissertation/doctoral project committee approval of the final document, the student will conduct the dissertation/doctoral project defense.

### **Program-Specific Requirements**

Specific requirements and guidelines for the dissertation and/or doctoral project for each current doctoral program can be found in the relevant individual program section of this catalog.

# **DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY (PSY.D.) SAN JUAN CAMPUS**

## **MISSION**

To train culturally sensitive Hispanic clinical psychologists with the necessary competencies to provide services to individuals, families, and Hispanic groups along with the social system.

The mission focuses on developing in students a holistic, dynamic, and integrated perspective that is realized through a balanced and interconnected sequence of didactic coursework, experiential clinical training, and opportunities for research and scholarly work.

## **VISION**

The program will contribute to the search for high-quality clinical interventions developed through rigorous academic curricula and clinical experiences while respecting cultural diversity.

## **PHILOSOPHY OF TRAINING**

The philosophy of training for the Psy.D. program is to prepare students to become competent clinical psychologists based on the Practitioner-Scholar model. In line with the training model, the program focuses on the professional growth and self-awareness of the students as well as the development of cultural sensitivity in the provision of clinical services. The program provides students with the opportunity to address issues of cultural and individual diversity, work with a wide range of client populations, and practice in multiple settings and in a variety of professional roles, such as clinician, administrator, supervisor, and consultant. Students are encouraged to consider the best research evidence integrated with clinical competencies and skills to promote positive therapeutic outcomes.

## **TRAINING MODEL**

The resolutions of the 1973 Vail Conference advocated for the development of a professional training model determined by the skills program graduates would need to function effectively in the roles they have chosen. The Practitioner-Scholar model is best suited for training psychologists whose primary roles will be in direct professional practice, which is the focus of the Albizu Psy.D. program. The model endeavors to produce clinical psychologists who bring a scientific approach to the multiple roles in which they function as professionals.

The goals for research training in programs adhering to the Practitioner-Scholar model are to develop in students:

- a) Sufficient basic skills to be able to design and execute competent outcomes in professional and in some cases academic contexts with the support of properly trained consultants.
- b) A basic understanding of and respect for the scientific basis of the discipline.
- c) Sufficient methodological knowledge to enable them to be effective consumers of scientific knowledge.

## **PROGRAM AIMS, OBJECTIVES, AND COMPETENCIES**

The program has a clearly specified philosophy of education and training fully compatible with the mission of its sponsor institution, Albizu University, and appropriate to the science and practice of psychology. The main aims, objectives, and competencies of the program are as follows.

## Program Aims

- To prepare competent clinical professionals in health service psychology according to the theories, methods, and findings of scientific research and scholarly works; high ethical standards; and a belief in self-reflective social commitment and responsibility.
- To prepare students to become clinical psychologists who provide preventive services, comprehensive psychological assessments, and evidence-based psychotherapeutic interventions for culturally and individually diverse populations within an interprofessional/interdisciplinary context.

## Program Objectives

The program has the following objectives for student learning:

### *Discipline-Specific Knowledge Category 1: History and Systems of Psychology*

1. Learn the origin and development of major systems of psychology.

### *Discipline-Specific Knowledge Category 2: Basic Content Areas in Scientific Psychology*

1. Learn theories and relevant research that are fundamental for the understanding of the biological and developmental aspects of behavior.
2. Learn theories and current research relevant for the understanding of cognitive aspects of behavior.
3. Learn theories and current research relevant for the understanding of affective and social aspects of behavior.

### *Discipline-Specific Knowledge Category 3: Advanced Integrative Knowledge in Scientific Psychology*

1. Demonstrate advanced integrative knowledge of biological and developmental aspects of behavior.
2. Demonstrate advanced integrative knowledge of biological and cognitive aspects of behavior.
3. Demonstrate advanced integrative knowledge of social and affective aspects of behavior.

### *Discipline-Specific Knowledge Category 4: Research and Quantitative Methods*

1. Demonstrate knowledge and skills in research methods including quantitative and qualitative approaches.
2. Demonstrate knowledge and skills in psychometric theory and techniques of psychological measurement.

## **Program Competencies**

Students will develop the following competencies through the program:

### *Competency #1: Research*

1. Demonstrate the independent ability to formulate and conduct research or scholarly activities.
2. Evaluate and disseminate research and scholarly works.

### *Competency #2: Ethical and legal standards*

1. Know and understand the American Psychological Association (APA) and the Examining Board of Psychologists of Puerto Rico Ethical Principles and Codes of Conduct, as well as national and federal laws, rules, regulations, and professional standards and guidelines relevant to health service psychology.
2. Apply ethical principles and professional standards to ethical dilemmas in clinical practice and decision-making processes.

### *Competency #3: Individual and cultural diversity*

1. Identify and understand personal and cultural attitudes and biases and their impact in interactions with others.
2. Demonstrate and apply knowledge, skills, and sensitivity when working with diverse populations.
3. Integrate knowledge and skills in individual and cultural differences in professional conduct and roles within the community.

### *Competency #4: Professional values, attitudes, and behaviors*

1. Demonstrate knowledge of and behave in ways that reflect the values and attitudes of psychology, including integrity, accountability, and concern for the welfare of others.
2. Engage in self-reflection on personal and professional functioning to improve professional effectiveness and independence during training.
3. Demonstrate openness and flexibility to feedback and supervision.

### *Competency #5: Communication and interpersonal skills*

1. Develop and maintain effective personal and interpersonal relationships with individuals including clients, colleagues, organizations, and communities served.
2. Demonstrate professional verbal, non-verbal, and written communication skills and the management of difficult communications in interactions with others.

### *Competency #6: Assessment*

1. Select the appropriate assessment methods from the best available empirical literature.
2. Administer, score, and interpret reliable and valid tests and measures of adaptive behavior, intelligence, and personality and prepare professional written reports that integrate test data with collateral findings.

3. Communicate the findings verbally in a written report to a range of audiences in a sensible way.

#### *Competency #7: Intervention*

1. Establish and maintain effective therapeutic relationships with a variety of populations and organizations.
2. Demonstrate the ability to study diverse clinical problems and interventions using empirical research findings.
3. Implement evidence-based intervention skills in individual, group, and family therapies and with other diverse clients in different contexts.
4. Modify interventions using evidence-based approaches when necessary, according to client's needs.
5. Evaluate intervention effectiveness, goals, and methods consistent with the ongoing evaluation and make adaptations as needed.

#### *Competency #8: Supervision*

1. Acquire and demonstrate knowledge and skill in clinical supervision models and practices.

#### *Competency #9: Consultation and interprofessional/interdisciplinary skills*

1. Demonstrate knowledge and skill in professional consultation models and practices.
2. Demonstrate knowledge and respect for the roles and perspectives of other professionals within interdisciplinary contexts.

### **PRACTICUM TRAINING**

Psy.D. students at Albizu are provided with practicum settings responsive to the program's training aims and objectives. Students have a wide array of practicum sites to choose from, including hospitals, mental health centers, and forensic settings, with a diversity of treatment populations including the LGBTQ community, high-risk adolescents, the homeless, substance abusers, domestic violence victims, and trauma victims, among others. Our practicum experiences are consistent with our training model.

All students must complete a total of ten sessions of clinical practice. During the first three sessions, PRAD-581, PRAD-582A and PRAD-582B, students are supervised by licensed doctoral-level clinical psychologists. During the next seven sessions, PRAD-583 through PRAD-587, licensed doctoral-level clinical psychologists supervise practicum students a minimum of one hour per week. Practicum training is provided both through the Community Mental Health Center on campus and through a network of approved and monitored outside practicum sites.

Students enrolled in the Psy.D. program are also expected to apply to an APA-approved pre-doctoral internship, a standard component of an APA-accredited program. Students may apply to internship programs on the mainland as well as to programs located in Puerto Rico. The clinical internship site must be APA accredited, unless the candidate has approval from the Academic Program Director and core faculty to apply to an alternative internship.

**DOCTOR OF CLINICAL PSYCHOLOGY (PSY.D.)  
CLINICAL PRACTICUM HOURS**

| <b>Practicum Level</b>                    | <b>Minimum Requirements</b>   | <b>Clinical Hours Face to Face (Cumulative)</b> | <b>Clinical Hours (Assessment)</b> | <b>Clinical Supervision</b> | <b>Indirect Hours</b> | <b>Didactic Hours</b> | <b>Total</b> |
|---|---|---|------------------------------------|-----------------------------|-----------------------|-----------------------|--------------|
| <b>PRAD-581</b><br>(15 weeks)<br>Fall     | 2 Shadow Cases  | 22  | N/A                                | 75<br>(5hrs Weekly)         | 30                    | 15                    | 142          |
| <b>PRAD-582A</b><br>(15 weeks)<br>Spring  | 2 individual cases  | 45  | N/A                                | 60<br>(4hrs Weekly)         | 10                    | 5                     | 120          |
| <b>PRAD-582B</b><br>(8 weeks)<br>Summer   | 3 individual cases  | 24  | N/A                                | 32                          | 8                     | 5                     | 69           |
| <b>PRAD-583</b><br>(15 weeks)<br>Fall     | 6 individual cases  | 90  | N/A                                | 15                          | 8                     | 5                     | 118          |
| <b>PRAD-584A*</b><br>(15 weeks)<br>Spring | 3 Individual cases<br>4 Cognitive evaluations   | 45  | 40                                 | 15                          | 20                    | 5                     | 125          |
| <b>PRAD-584B</b><br>(8 weeks)<br>Summer   | 4 Individual cases<br>1 Case presentation   | 32  | N/A                                | 8                           | 20                    | 5                     | 65           |
| <b>PRAD-585*</b><br>(15 weeks)<br>Fall    | 5 Individual cases<br>4 Cognitive evaluations   | 75  | 40                                 | 15                          | 20                    | 5                     | 155          |
| <b>PRAD-586A*</b><br>(15 weeks)<br>Spring | 2 Individual cases<br>1 Family or Couples case.<br>3 psychological or psych-educational evaluations.                            | 60  | 42                                 | 15                          | 20                    | 5                     | 142          |
| <b>PRAD-586B</b><br>(8 weeks)<br>Summer   | 4 Individual cases  | 32  | N/A                                | 8                           | 20                    | 5                     | 65           |
| <b>PRAD-587*</b><br>(15 weeks)<br>Fall    | 3 Individual cases<br>2 family or couples' case.<br>4 psychological or psycho-educational evaluations.<br>2 Cases consultations | 105   | 56                                 | 15                          | 20                    | 5                     | 201          |
| <b>Total</b>                              |   | <b>530</b>                                      | <b>178</b>                         | <b>258</b>                  | <b>176</b>            | <b>60</b>             | <b>1,160</b> |

*\*If the student has passed the required course*

## PROGRAM LENGTH AND RESIDENCY REQUIREMENTS

The Albizu Psy.D. program is designed to be completed in five years, including one year each for the completion of the doctoral dissertation and pre-doctoral internship. At least two of the three academic training years (or the equivalent thereof) must be at the San Juan Campus of Albizu University, and at least one of those must be undertaken in full-time residence at the San Juan Campus.

## STUDENT PERFORMANCE EVALUATION, FEEDBACK, AND ADVISEMENT

Each Psy.D. student receives a written evaluation once a year via the following two documents:

- A clinical progress report
- An academic progress report

Together, these documents provide information on all aspects of the student's performance.

The clinical progress report is personally handed to each student by his or her supervisor and is also sent to the student by email. The student must sign a document stating that the clinical progress report was received. The academic progress report is sent by email and by mail to each student. Copies of both reports are placed in the student's records at the Registrar's Office.

During each term, faculty and clinical supervisors provide ongoing feedback to students on their clinical competencies. All courses and clinical practices include formal mid-of-term and end-of-term written evaluations of competencies. If areas of difficulty are identified, faculty or supervisors document specific recommendations or remedial activities that should be accomplished during the next term. Students are encouraged to discuss academic problems as well as their end-of-term feedback with their faculty advisors and professional counselors.

Every student meets with his or her advisor to monitor academic and clinical progress and to prepare for the next term. The student is responsible for ensuring the timely completion of program requirements.

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documentation

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having completed a bachelor's degree in a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average (CGPA)** of 3.25 on a 4.0 scale. *Only a bachelor's degree CGPA will be used for purposes of qualifying for admission.* Applicants with degrees not related to psychology are required to complete 21 credits of pre-requisite psychology courses prior to being considered for admission to the program.
3. **Official transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate*

*work constitutes a falsification of the application, which will result in the loss of all credit earned and may result in dismissal.*

4. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official recommendation form:*

Spanish version:

<https://www.albizu.edu/wp-content/uploads/2020/06/CARTA-DE-RECOMENDACION-EN-ESPA%C3%91OL-SJU-Rev.2019.pdf>

English version:

[https://www.albizu.edu/wp-content/uploads/dlm\\_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf](https://www.albizu.edu/wp-content/uploads/dlm_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf)

5. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
6. An original **Health Certificate**, no more than one year old.
7. Proof of **Hepatitis-B vaccination**.
8. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
9. Results of an **interview with program faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the Psy.D. program faculty.
10. A **Statement of Purpose**, written at the time of the interview (for those candidates invited for an interview). The Statement of Purpose serves to verify the candidate's interest in the Psy.D. program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.
11. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <https://www.albizu.edu/international-students/>
12. **Any additional documents** that may be required by the Psy.D. program at a future date, as specified at the time of application to the program.

The program reserves the right to admit candidates with exceptional characteristics.

### **Admission Procedures**

1. Candidates must submit all required documents by the established deadline.
2. The Admissions Committee will prepare an initial evaluation for every applicant and will assign a preliminary score to each one based on the criteria and relative values established by the Psy.D. program. Candidates who qualify will receive an invitation for an interview with program faculty.
3. Selected applicants will be informed of the place, time, and day of the interview.



4. The Admissions Committee will complete the evaluation process of each candidate who has been interviewed and assign a final score based on the criteria and relative values established by the program.
5. A letter of notification with the determination of the Admissions Committee will be sent to each applicant.

## IDENTITY VERIFICATION

All admitted students are required to present a current ID card for identity verification purposes.

## REQUIREMENTS FOR THE PSY.D. IN CLINICAL PSYCHOLOGY DEGREE

1. A cumulative grade point average (CGPA) of 3.25 or higher on a 4.00 scale.
2. No grades of "C" or lower in any core course.
3. No more than two grades of "C" in elective courses.
4. Completion of a minimum of three years of full-time residency in the program.
5. Satisfactory completion of 95 credits.
6. Satisfactory completion of at least 1,125 hours of practicum, conducted through Albizu practice PRAD-581, PRAD-582-A, PRAD-582-B PRAD-583, PRAD-584-A, PRAD-584-B, PRAD-585, PRAD-586-A, PRAD-586-B and PRAD-587, with no more than one (1) NP, W, or AW in any practicum.
7. Satisfactory completion of the Clinical Examination (PSYD-830) with no more than two (2) NPs.
8. Satisfactory completion of all seminars, with no more than one (1) NP, W, or AW in any seminar.
9. Satisfactory completion of all course laboratories, with no more than one (1) NP, W, or AW in any laboratory.
10. Satisfactory completion and approval of a doctoral dissertation, with no more than one (1) NP in the dissertation, whether consecutive or not; for all dissertations, candidates must obtain written approval from the Research Training Program for having met the standards for research design prior to collecting data; for dissertations with human participants, candidates must obtain written approval from the Institutional Review Board for ethical practice in research involving human subjects prior to collecting data (please see the *Dissertation Manual and IRB Procedures Manual*).
11. Satisfactory completion of a 2,000-hour pre-doctoral internship in clinical psychology on a full-time basis (40 hours per week) during a one-year period or part-time (20 hours per week) during a two-year period in a facility approved by the program.
12. Fulfillment of all institutional obligations.
13. Good standing in the program, i.e., no disciplinary action pending or academic or practicum probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again.

14. Recommendation from the program faculty for the doctoral degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*.

## EDUCATION/TRAINING OUTCOMES AND INFORMATION

Please note that the American Psychological Association (APA) requires the information that follows to be updated every year. For the most recent update, please refer to the Psy.D. in Clinical Psychology section of the Albizu website: [file:///C:/Users/albizu/Downloads/PsyD\\_SIU\\_RC26Ddata.pdf](file:///C:/Users/albizu/Downloads/PsyD_SIU_RC26Ddata.pdf).

Standards of Accreditation for Health Service Psychology (SoA) requires that doctoral graduate programs provide potential students, current students, and the public with accurate information on the program and on program expectations (Public Disclosure). This information is meant to describe the program accurately and completely, include education and training outcomes, and be presented in a manner that allows applicants to make informed and comparative decisions about entering the program.

The APA's Committee on Accreditation believes that, as of January 1, 2011, all doctoral programs should therefore minimally provide the following information regarding education and training outcomes and accurate program descriptions to potential students in its public documents including its website, if it has one; time to program completion; costs (tuition and fees); internship acceptance rates; fellowships and other funding available, and student attrition rates.

In compliance with the regulations and in conformity with the guidelines and principles, the Psy.D. in Clinical Psychology program of Albizu University, San Juan Campus, presents full-disclosure data on education/training outcomes. The tables, both in format and in content, are composed of data provided to APA in the Albizu annual reports for the designated academic years. It is our spirit to present these tables accurately, in a comparable format to other accredited Psy.D. programs, and to provide a friendly reading that allows comparisons.

### Time to Completion for all students entering the program

| Outcome   | Year in which Degrees were Conferred |          |           |          |           |          |           |          |           |          |           |          | Total     |          |           |          |           |          |           |          |          |          |
|---|--------------------------------------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|----------|----------|
|   | 2011-2012                            |          | 2012-2013 |          | 2013-2014 |          | 2014-2015 |          | 2015-2016 |          | 2016-2017 |          | 2017-2018 |          | 2018-2019 |          | 2019-2020 |          | 2020-2021 |          | Total    |          |
| Total number of students with doctoral degree conferred on transcript | 34                                   |          | 53        |          | 55        |          | 43        |          | 45        |          | 34        |          | 29        |          | 23        |          | 18        |          | 18        |          | 352      |          |
| Mean number of years to complete the program                          | 6                                    |          | 6         |          | 6         |          | 6         |          | 6         |          | 6         |          | 6         |          | 7         |          | 7         |          | 6.54      |          | 6.25     |          |
| Median number of years to complete the program                        | 6                                    |          | 6         |          | 6         |          | 6         |          | 6         |          | 6         |          | 6         |          | 6         |          | 6         |          | 6         |          | 6        |          |
| <b>Time to Degree Ranges</b>  | <b>N</b>                             | <b>%</b> | <b>N</b>  | <b>%</b> | <b>N</b>  | <b>%</b> | <b>N</b>  | <b>%</b> | <b>N</b>  | <b>%</b> | <b>N</b>  | <b>%</b> | <b>N</b>  | <b>%</b> | <b>N</b>  | <b>%</b> | <b>N</b>  | <b>%</b> | <b>N</b>  | <b>%</b> | <b>N</b> | <b>%</b> |
| Students in less than 5 years   | 0                                    | 0        | 1         | 2        | 1         | 2        | 1         | 2        | 5         | 11       | 0         | 0        | 1         | 3        | 0         | 0        | 0         | 0        | 0         | 0        | 9        | 3        |
| Students in 5 years   | 13                                   | 38       | 18        | 34       | 17        | 31       | 16        | 37       | 20        | 44       | 12        | 35       | 6         | 21       | 2         | 9        | 0         | 0        | 0         | 0        | 104      | 30       |
| Students in 6 years   | 10                                   | 29       | 9         | 17       | 6         | 11       | 15        | 35       | 7         | 16       | 6         | 18       | 11        | 38       | 13        | 57       | 11        | 61       | 10        | 56       | 98       | 28       |
| Students in 7 years   | 7                                    | 21       | 11        | 21       | 6         | 11       | 5         | 12       | 8         | 18       | 9         | 26       | 6         | 21       | 4         | 17       | 3         | 17       | 5         | 28       | 64       | 18       |
| Students in more than 7 years   | 4                                    | 12       | 14        | 26       | 25        | 45       | 6         | 14       | 5         | 11       | 7         | 21       | 5         | 17       | 4         | 17       | 4         | 22       | 3         | 17       | 77       | 22       |

**Program Costs**

| Description  | 2020 - 2022 1 <sup>st</sup> Year Cohort Cost |
|--|--|
| Tuition for full-time students (in-state)                      | \$12,429                                     |
| Tuition for full-time students (out-of-state)                  | \$12,429                                     |
| Tuition per credit hour for part-time students (if applicable) | \$311  |
| University/institution fees or costs                           | \$2,235                                      |
| Additional estimated fees or costs (e.g., books, travel, etc.) | \$3,200                                      |

**Internship Placement - Table 1**

| Outcome   | Year Applied for Internship |     |           |     |           |     |           |    |           |    |           |    |           |    |           |    |           |    |           |    |
|---|-----------------------------|-----|-----------|-----|-----------|-----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|
|   | 2011-2012                   |     | 2012-2013 |     | 2013-2014 |     | 2014-2015 |    | 2015-2016 |    | 2016-2017 |    | 2017-2018 |    | 2018-2019 |    | 2019-2020 |    | 2020-2021 |    |
|   | N                           | %   | N         | %   | N         | %   | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  |
| Students who obtained APA/CPA-accredited internships  | 1                           | 2   | 0         | 0   | 2         | 5   | 7         | 18 | 15        | 47 | 15        | 50 | 14        | 64 | 27        | 64 | 22        | 63 | 23        | 56 |
| Students who obtained APPIC member internships that were not APA/CPA-accredited (if applicable)                               | 4                           | 8   | 7         | 13  | 10        | 24  | 8         | 21 | 11        | 34 | 12        | 40 | 7         | 32 | 7         | 17 | 9         | 26 | 15        | 37 |
| Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited (if applicable) | 0                           | 0   | 0         | 0   | 0         | 0   | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  |
| Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (if applicable)             | 0                           | 0   | 0         | 0   | 0         | 0   | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  |
| Students who obtained other internships that were not APA/CPA-accredited (if applicable)                                      | 45                          | 90  | 46        | 87  | 30        | 71  | 21        | 55 | 2         | 6  | 2         | 7  | 0         | 0  | 0         | 0  | 0         | 0  | 1         | 2  |
| Students who obtained any internship  | 50                          | 100 | 53        | 100 | 42        | 100 | 36        | 95 | 28        | 88 | 29        | 97 | 21        | 95 | 34        | 81 | 31        | 89 | 39        | 95 |
| Students who sought or applied for internships including those who withdrew from the application process                      | 50                          | -   | 53        | -   | 42        | -   | 38        | -  | 32        | -  | 30        | -  | 22        | -  | 42        | -  | 35        | -  | 41        | -  |

**Internship Placement - Table 2**

| Outcome  | Year Applied for Internship |    |           |    |           |    |           |    |           |    |           |    |           |    |           |    |           |     |           |    |
|--|-----------------------------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|-----|-----------|----|
|  | 2011-2012                   |    | 2012-2013 |    | 2013-2014 |    | 2014-2015 |    | 2015-2016 |    | 2016-2017 |    | 2017-2018 |    | 2018-2019 |    | 2019-2020 |     | 2020-2021 |    |
|  | N                           | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %   | N         | %  |
| Students who sought or applied for internships including those who withdrew from the application process | 50                          | -  | 53        | -  | 42        | -  | 38        | -  | 32        | -  | 30        | -  | 22        | -  | 42        | -  | 35        | -   | 41        | -  |
| Students who obtained paid internships   | 43                          | 86 | 46        | 87 | 35        | 83 | 35        | 92 | 28        | 88 | 29        | 97 | 21        | 95 | 34        | 81 | 35        | 100 | 39        | 95 |
| Students who obtained half-time internships* (if applicable)   | 0                           | 0  | 1         | 2  | 2         | 5  | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0   | 0         | 0  |

\*Cell should only include students who applied for internship and are included in applied cell count from "Internship Placement - Table 1"

## Attrition

| Variable   | Year of First Enrollment |    |           |    |           |    |           |    |           |    |           |    |           |    |           |    |           |    |           |    |
|--|--------------------------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|
|  | 2011-2012                |    | 2012-2013 |    | 2013-2014 |    | 2014-2015 |    | 2015-2016 |    | 2016-2017 |    | 2017-2018 |    | 2018-2019 |    | 2019-2020 |    | 2020-2021 |    |
|  | N                        | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  |
| Students for whom this is the year of first enrollment (i.e. new students)         | 49                       | -  | 49        | -  | 51        | -  | 63        | -  | 40        | -  | 40        | -  | 42        | -  | 40        | -  | 43        | -  | 49        | -  |
| Students whose doctoral degrees were conferred on their transcripts                | 37                       | 75 | 36        | 73 | 25        | 49 | 28        | 44 | 8         | 20 | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  |
| Students still enrolled in program   | 1                        | 2  | 2         | 4  | 12        | 23 | 19        | 30 | 30        | 75 | 36        | 90 | 31        | 74 | 39        | 98 | 42        | 98 | 44        | 90 |
| Students no longer enrolled for any reason other than conferral of doctoral degree | 11                       | 22 | 11        | 22 | 14        | 27 | 16        | 25 | 2         | 5  | 4         | 10 | 11        | 26 | 1         | 3  | 1         | 2  | 5         | 10 |

## Licensure

| Outcome   | 2011-2021 |
|---|-----------|
| The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago       | 316       |
| The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years | 229       |
| Licensure percentage  | 72%       |

**PSY.D. IN CLINICAL PSYCHOLOGY  
CURRICULAR REQUIREMENTS  
(Effective until the Fall Semester of 2019)**

*Please refer to the Tuition and Fees section of this catalog for the costs associated with credits, laboratories, and practicums.*

|  |            |
|--|------------|
| <b>AREA I. Foundation Courses</b> .....  | 24 credits |
| PSYF-500 Theories of Learning and Motivation .....   | 3 credits  |
| PSYF-505 Ethics and Professional Conduct .....   | 3 credits  |
| PSYF-661 Social Psychology with Emphasis on Puerto Rico .....                                      | 3 credits  |
| PSYF-628 Neuroscience Approach to Cognitive and Affective Aspects of Behavior .....                | 3 credits  |
| PSYF-540 Life Span Human Development.....  | 3 credits  |
| PSYF-568 Applied Inferential Statistics.....   | 3 credits  |
| PSYF-588 Theory of Tests and Test Construction.....  | 3 credits  |
| PSYF-612 History and Systems of Psychology .....   | 3 credits  |
| <b>AREA II. Concentration Courses</b> .....  | 54 credits |
| PSAC-603 Assessment of Intelligence .....  | 3 credits  |
| PSDL-603 Assessment of Intelligence (LAB) .....  | 0 credits  |
| PSAC-604 Assessment of Personality: Projective Techniques .....                                    | 3 credits  |
| PSDL-604 Assessment of Personality Projective Techniques (LAB).....                                | 0 credits  |
| PSYC-515 Comparative Theories of Personality and Psychotherapy.....                                | 3 credits  |
| PSYC-516 Techniques of Psychotherapy .....   | 3 credits  |
| PSYC-617 Advanced Techniques of Psychotherapy .....  | 3 credits  |
| PSDL-617 Advanced Techniques of Psychotherapy (LAB).....   | 0 credits  |
| PSYC-635 Cognitive Behavioral Therapies .....  | 3 credits  |
| PSYC-534 Psychopathology .....   | 3 credits  |
| PSYC-535 Advanced Psychopathology .....  | 3 credits  |
| PSYC-634 Cross Cultural Psychotherapies.....   | 3 credits  |
| PSYC-749 Psychopharmacology .....  | 3 credits  |
| PSYF-753 Family Theory and Systems .....   | 3 credits  |
| PSAC-681 Assessment of Personality: Objective Techniques .....                                     | 3 credits  |
| PSDL-681 Assessment of Personality: Objective Techniques (LAB) .....                               | 0 credits  |
| PSDC-711 Strategies and Techniques in Professional Consultation .....                              | 3 credits  |
| PSDC-713 The Teaching of Psychotherapy: Strategies and Techniques in<br>Clinical Supervision ..... | 3 credits  |
| PSDC-714 Design and Administration of Human Service Programs .....                                 | 3 credits  |
| PSDC-720 Design and Interpretation of Statistical Analysis .....                                   | 3 credits  |
| PSDC-740 Group Therapy .....   | 3 credits  |
| PSDC-761 Family Therapy I.....   | 3 credits  |
| PSDL-761 Family Therapy I (LAB) .....  | 0 credits  |
| <b>AREA III. Clinical Practicums</b>   |            |
| PRAD-591 Practicum I.....  | 0 credits  |
| PRAD-592A,Practicum II-A .....   | 0 credits  |
| PRAD-592B Practicum II-B .....   | 0 credits  |
| PRAD-593 Practicum III.....  | 0 credits  |
| PRAD-594A Practicum IV-A .....   | 0 credits  |
| PRAD-594B Practicum IV-B.....  | 0 credits  |
| PRAD-595 Practicum V .....   | 0 credits  |
| PRAD-596A Practicum VI-A .....   | 0 credits  |
| PRAD-596B Practicum VI-B .....   | 0 credits  |
| PRAD-597 Practicum VII.....  | 0 credits  |
| PRAD-901-A Optional Clinical Practicum.....  | 0 credits  |
| PRAD-901-B Optional Clinical Practicum .....   | 0 credits  |

|  |            |
|--|------------|
| AREA IV. Electives .....                                       | 18 credits |
| AREA V. Clinical Examination and Specialty Examination .....   | 0 credits  |
| AREA VI. PSIN-890 Internship .....                             | 0 credits  |
| AREA VII. DISS-870 Doctoral Dissertation .....                 | 0 credits  |
| Total Academic Credits.....                                    | 96 credits |
| Total Clinical Practicum Credits (Practicums I-VI & VII) ..... | 0 credits  |

**COURSES REQUIRED FOR A MASTER'S DEGREE DIPLOMA  
IN CLINICAL PSYCHOLOGY  
(Effective until the Fall Semester of 2019)**

*Please refer to the Tuition and Fees section of this catalog for the costs associated with credits, laboratories, and practicums.*

|   |            |
|---|------------|
| PRAD-591 Clinical Practicum I .....   | 0 credits  |
| PRAD-592-A Clinical Practicum II-A .....  | 0 credits  |
| PRAD-592-B Clinical Practicum II-B .....  | 0 credits  |
| PRAD-593 Clinical Practicum III .....   | 0 credits  |
| PRAD-594-A Clinical Practicum IV-A .....  | 0 credits  |
| PRAD-594-B Clinical Practicum IV-B .....  | 0 credits  |
| PSYF-500 Theories of Learning and Motivation .....                                  | 3 credits  |
| PSYF-505 Ethics and Professional Conduct .....                                      | 3 credits  |
| PSYF-512 History and Systems of Psychology .....                                    | 3 credits  |
| PSYF-540 Life Span Human Development .....  | 3 credits  |
| PSYF-568 Applied Inferential Statistics .....                                       | 3 credits  |
| PSYF-588 Theory of Test and Test Construction .....                                 | 3 credits  |
| PSYF-628 Neuroscience Approach to Cognitive and Affective Aspects of Behavior. .... | 3 credits  |
| PSYF-661 Social Psychology with Emphasis on Puerto Rico .....                       | 3 credits  |
| PSYF-753 Family Theory and Systems .....  | 3 credits  |
| PSYC-515 Comparative Theories of Personality and Psychotherapy .....                | 3 credits  |
| PSYC-516 Techniques of Psychotherapy .....  | 3 credits  |
| PSYC-534 Psychopathology .....  | 3 credits  |
| PSYC-535 Advanced Psychopathology .....   | 3 credits  |
| PSAC-603 Assessment of Intelligence .....   | 3 credits  |
| PSDL-603 Assessment of Intelligence (LAB) .....                                     | 0 credits  |
| PSAC-604 Assessment of Personality .....  | 3 credits  |
| PSDL-604 Assessment of Personality Projective Techniques .....                      | 0 credits  |
| PSYC-617 Advanced Techniques of Psychotherapy .....                                 | 3 credits  |
| PSDL-617 Advanced Techniques of Psychotherapy (LAB) .....                           | 0 credits  |
| PSYC-635 Cognitive Behavioral Therapies .....                                       | 3 credits  |
| PSYC-634 Cross Cultural Psychotherapies .....                                       | 3 credits  |
| PSYC-749 Psychopharmacology .....   | 3 credits  |
| PSYD-605 Clinical Examination .....   | 0 credits  |
| Total Academic Credits.....   | 57 credits |
| Total Practicum Units: PRAD-591, -592, -593, -594.....                              | 16 credits |

**PSY.D. IN CLINICAL PSYCHOLOGY  
CURRICULAR SEQUENCE  
(Effective until the Fall Semester of 2019)**

| <b>FALL FIRST YEAR</b> |   |                      |                |
|------------------------|---|----------------------|----------------|
| <b>Code</b>            | <b>Course Title</b>                                   | <b>Prerequisites</b> | <b>Credits</b> |
| PSYF-505               | Ethics and Professional Conduct*                      | None                 | 3              |
| PSYC-515               | Comparative Theories of Personality and Psychotherapy | None                 | 3              |
| PSYC-534               | Psychopathology                                       | None                 | 3              |
| PSYF-568               | Applied Inferential Statistics*                       | None                 | 3              |
| PRAD-591               | Clinical Practicum I                                  | None                 | 0              |
| SEMM-540               | Self-Care/Graduate Studies                            | None                 | 0              |

| <b>SPRING FIRST YEAR</b> |                                      |  |                |
|--------------------------|--------------------------------------|--|----------------|
| <b>Code</b>              | <b>Course Title</b>                  | <b>Prerequisites</b>                   | <b>Credits</b> |
| PSYF-500                 | Theories of Learning and Motivation* | None                                   | 3              |
| PSYC-516                 | Techniques of Psychotherapy          | PSYC-515, PSYC-534, PSYF-505           | 3              |
| PSYC-535                 | Advanced Psychopathology*            | PSYC-515, PSYC-534, PSYF-505           | 3              |
| PSYF-588                 | Theory of Test and Test Construction | PSYF-568                               | 3              |
| PRAD-592A                | Clinical Practicum II A              | PSYC-515, PSYC-534, PSYF-505, PRAD-591 | 0              |
| SEMM-545                 | Writing and Oral Communication       | None                                   | 0              |

| <b>SUMMER FIRST YEAR</b> |   |   |                |
|--------------------------|---|---|----------------|
| <b>Code</b>              | <b>Course Title</b>   | <b>Prerequisites</b>                              | <b>Credits</b> |
| PSYF-540                 | Life Span Human Development*  | None  | 3              |
| PSYF-628                 | Neuroscience Approach to Cognitive and Affective Aspects of Behavior* | None  | 3              |
| PSYC-635                 | Cognitive Behavioral Therapies  | PSYF-500  | 3              |
| PRAD-592B                | Clinical Practicum II B   | PSYC-515, PSYC-534, PSYF-505, PRAD-591, PRAD-592A | 0              |
| SEMM-531                 | APA Writing Style   |   | 0              |

| <b>FALL SECOND YEAR</b> |  |  |                |
|-------------------------|--|--|----------------|
| <b>Code</b>             | <b>Course Title</b>                        | <b>Prerequisites</b>                     | <b>Credits</b> |
| PSAC-603                | Assessment of Intelligence*                | PSYF-540, PSYC-535, PSYF-588             | 3              |
| PSDL-603                | Assessment of Intelligence (LAB)*          | PSYF-540, PSYC-535, PSYF-588             | 0              |
| PSYC-617                | Advanced Techniques of Psychotherapy*      | PSYC-516, PSYC-535                       | 3              |
| PSDL-617                | Advanced Techniques of Psychotherapy (LAB) | PSYC-516, PSYC-535                       | 0              |
| PRAD-593                | Clinical Practicum III                     | PSYC-535, PSYC-516, PRAD-592A, PRAD-592B | 0              |

| SPRING SECOND YEAR |   |  |         |
|--------------------|---|--|---------|
| Code               | Course Title  | Prerequisites  | Credits |
| PSAC-604           | Assessment of Personality I: Projective Techniques*       | PSAC-603, PSDL-603, PSYC-516, PSYC-535, PSYF-588           | 3       |
| PSDL-604           | Assessment of Personality I: Projective Techniques (LAB)* | PSAC-603, PSDL-603, PSYC-516, PSYC-535, PSYF-588           | 0       |
| PSYF-661           | Social Psychology with Emphasis on Puerto Rico*           | None   | 3       |
| PSDC-740           | Group Therapy**   | PSYC-617, PSDL-617   | 3       |
| PRAD-594A          | Clinical Practicum IV A                                   | PSAC-603, PSDL-603, PSYC-626, PRAD-593, PSYC-617, PSDL-617 | 0       |

| SUMMER SECOND YEAR |                                   |  |         |
|--------------------|-----------------------------------|--|---------|
| Code               | Course Title                      | Prerequisites  | Credits |
| PSYF-753           | Theory and Family Systems         | PSYC-516, PSYC-535   | 3       |
| PSYC-749           | Psychopharmacology                | PSYF-628   | 3       |
| PSYF-612           | History and Systems of Psychology | None   | 3       |
| PRAD-594B          | Clinical Practicum IV B           | PSAC-603, PSDL-603, PSYC-626, PRAD-593, PRAD-594-A, PSYC-617, PSDL-617 | 0       |

| FALL THIRD YEAR |   |  |         |
|-----------------|---|--|---------|
| Code            | Course Title  | Prerequisites  | Credits |
| PSAC-681        | Assessment of Personality II: Objective Techniques*       | PSYF-588, PSAC-604, PSDL-604   | 3       |
| PSDL-681        | Assessment of Personality II: Objective Techniques (LAB)* | PSYF-588, PSAC-604, PSDL-604   | 0       |
| PSDC-761        | Family Therapy**  | PSYF-753, PSYC-617, PSDL-617   | 3       |
| PSDL-761        | Family Therapy (LAB)                                      | PSYF-753, PSYC-617, PSDL-617   | 0       |
| PRAD-595        | Clinical Practicum V**                                    | PSAC-604, PSDL-604, PSYF-753, PSYC-617, PSDL-617, PRAD-594A, PRAD-594B | 0       |

| SPRING THIRD YEAR |  |   |         |
|-------------------|--|---|---------|
| Code              | Course Title   | Prerequisites   | Credits |
| PSDC-713          | Strategies and Techniques in Clinical Supervision**      | PRAD-595  | 3       |
| PSYC-634          | Cross-Cultural Psychotherapies                           | PSYC-617, PSDL-617, PSYC-535, PSAC-781, PSDL-781, PSDC-761, PSDL-761        | 3       |
| PSDC-720          | Design and Interpretation of Statistical Analysis        | PSYF-568  | 3       |
| PSDC-711          | Strategies and Techniques of Professional Consultation** | PSYC-617, PSDL-617, PSYC-535  | 3       |
| PRAD-596A         | Clinical Practicum VI A                                  | PSAC-781, PSDL-781, PRAD-595, PSYC-617, PSDL-617, PSDC-761, PSDL-761        | 0       |
| PSYD-605          | Clinical Examination                                     | PRAD-595, PSAC-681, PSDL-681, PSYF-661, PSYF-628, PSYF-505, PSYC-515, PSYC- | 0       |



|  |  |   |  |
|--|--|---|--|
|  |  | 534, PSYF-568, PSYC-500, PSYC-516, PSYC-535, PSYF-588, PSYF-540, PSYC-617, PSDL-617 |  |
|--|--|---|--|

| SUMMER THIRD YEAR |  |   |         |
|-------------------|--|---|---------|
| Code              | Course Title   | Prerequisites   | Credits |
| PSDC-714          | Design and Administration of Human Services Programs** | None  | 3       |
|                   | Elective Course #1                                     |   | 3       |
|                   | Elective Course #2                                     |   | 3       |
| PRAD-596B         | Clinical Practicum VI B                                | PSAC-781, PSDL-781, PRAD-595, PRAD-596A, PSYC-617, PSDL-617, PSDC-761, PSDL-761 | 0       |

| FALL FOURTH YEAR |                        |  |         |
|------------------|------------------------|--|---------|
| Code             | Course Title           | Prerequisites  | Credits |
|                  | Elective Course #3     |  | 3       |
|                  | Elective Course #4     |  | 3       |
| DISS-870         | Dissertation           | PRAD-596, PSDC-711, PSDC-713, PSDC-714, PSDC-720, PSYD-634, PSYC-749             | 0       |
| PRAD-597         | Clinical Practicum VII | PRAD-596A, PRAD-596B, PSDC-720, PSYD-634, PSYC-749, PSDC-711, PSDC-713, PSDC-714 | 0       |
| PSYD-705         | Specialty Examination  | PSYD-605, PRAD-595, PSDC-761, PSYCL-761, PSDC-714, PSDC-711, PSDC-713, PSDC-740  | 0       |

| SPRING FOURTH YEAR |                               |  |         |
|--------------------|-------------------------------|--|---------|
| Code               | Course Title                  | Prerequisites  | Credits |
|                    | Elective Course #5            |  | 3       |
| DISS-870           | Dissertation                  | PRAD-596, PSDC-711, PSDC-713, PSDC-714, PSDC-720, PSYD-634, PSYC-749 | 0       |
| PRAD-901A          | Optional Clinical Practicum A | PRAD-597, PSDC-720, PSYD-634, PSYC-749, PSDC-711, PSDC-713, PSDC-714 | 0       |

| SUMMER FOURTH YEAR |                               |   |         |
|--------------------|-------------------------------|---|---------|
| Code               | Course Title                  | Prerequisites   | Credits |
|                    | Elective Course #6            |   | 3       |
| DISS-870           | Dissertation                  | PRAD-596, PSDC-711, PSDC-713, PSDC-714, PSDC-720, PSYD-634, PSYC-749            | 0       |
| PRAD-901B          | Optional Clinical Practicum B | PRAD-597, PRAD-901A, PSDC-720, PSYD-634, PSYC-749, PSDC-711, PSDC-713, PSDC-714 | 0       |

| FALL FIFTH YEAR |              |                       |         |
|-----------------|--------------|-----------------------|---------|
| Code            | Course Title | Prerequisites         | Credits |
| PSIN-890        | Internship   | All courses, PSYD-705 | 0       |

| SPRING FIFTH YEAR |              |                       |         |
|-------------------|--------------|-----------------------|---------|
| Code              | Course Title | Prerequisites         | Credits |
| PSIN-890          | Internship   | All courses, PSYD-705 | 0       |

| SUMMER FIFTH YEAR |              |                       |         |
|-------------------|--------------|-----------------------|---------|
| Code              | Course Title | Prerequisites         | Credits |
| PSIN-890          | Internship   | All courses, PSYD-705 | 0       |

\* Prerequisites for the Clinical Examination

\*\* Prerequisites for the Specialty Examination

**PSY.D. IN CLINICAL PSYCHOLOGY  
CURRICULAR REQUIREMENTS  
(Effective Fall 2020)**

*Please refer to the Tuition and Fees section of this catalog for the costs associated with credits, laboratories, and practicums.*

|   |             |
|---|-------------|
| <b>AREA I. Foundation Courses</b> .....   | 21 credits  |
| PSYF-505 Ethics and Professional Conduct .....  | 3 credits   |
| PSYF-541 Advanced Issues in Life Span Human Development .....                                 | 2 credits   |
| PSYF-568 Applied Inferential Statistics .....   | 3 credits   |
| PSYF-588 Theory of Tests and Test Construction.....   | 3 credits   |
| PSYF-613 History and Systems of Psychology (online).....                                      | 2 credits   |
| PSYF-662 Social Bases of Behavior .....   | 2 credits   |
| PSYF-901 Neuroscience I: Neuroscience Approach of the<br>Biological Aspects of Behavior ..... | 3 credits   |
| PSYF-902 Neuroscience II: Cognitive and Affective Aspects of Behavior .....                   | 3 credits   |
| <b>AREA II. Concentration Courses</b> .....   | 56 credits  |
| PSAC-609 Psychological Evaluation I: Cognitive .....  | 3 credits   |
| PSDL-609 Psychological Evaluation I: Cognitive (LAB).....                                     | 1 credit    |
| PSAC-610 Psychological Evaluation II: Personality .....                                       | 3 credits   |
| PSDL-610 Psychological Evaluation II: Personality (LAB) .....                                 | 1 credit    |
| PSAC-682 Psychological Evaluation III: Personality .....                                      | 3 credits   |
| PSDL-682 Psychological Evaluation III: Personality (LAB).....                                 | 1 credit    |
| PSDC-713 Strategies and Techniques in Clinical Supervision .....                              | 3 credits   |
| PSDC-715 Professional Consultation/Design and Administration Services Programs ..             | 3 credits   |
| PSDC-716 Entrepreneurship in Psychology .....   | 1 credit    |
| PSDC-741 Group Therapy .....  | 3 credits   |
| PSDC-761 Family Therapy.....  | 3 credits   |
| PSYC-534 Psychopathology .....  | 3 credits   |
| PSYC-535 Advanced Psychopathology .....   | 3 credits   |
| PSYC-616 Psychotherapy Theories and Techniques .....  | 3 credits   |
| PSYC-627 Health Psychology and Primary Care .....   | 3 credits   |
| PSYC-632 Behavior Therapy .....   | 1.5 credits |
| PSYC-634 Diversity and Cross-Cultural Psychotherapies.....                                    | 3 credits   |
| PSYC-635 Cognitive Behavioral Therapy.....  | 3 credits   |
| PSYC-639 Evidence-Based Interventions for Children and Adolescents .....                      | 2 credits   |
| PSYC-640 Conceptualization and Intervention Planning .....                                    | 1.5 credits |
| PSYC-642 Advanced Psychotherapy .....   | 2 credits   |
| PSYC-749 Psychopharmacology .....   | 3 credits   |
| PSYD-720 Research Methods .....   | 3 credits   |
| <b>AREA III. Clinical Practicums</b>  |             |
| PRAD-581 Practicum I.....   | 1 credit    |
| PRAD-582A Practicum II-A .....  | 1 credit    |
| PRAD-582B Practicum II-B .....  | 5 credit    |
| PRAD-583 Practicum III .....  | 1 credit    |
| PRAD-584A Practicum IV-A .....  | 1 credit    |
| PRAD-584B Practicum IV-B .....  | 5 credit    |
| PRAD-585 Practicum V.....   | 1 credit    |
| PRAD-586A Practicum VI-A .....  | 1 credit    |
| PRAD-586B Practicum VI-B .....  | 5 credit    |
| PRAD-587 Practicum VII.....   | 1 credit    |
| <b>AREA IV. Electives (4 courses)</b> .....   | 8 credits   |

|  |              |
|--|--------------|
| <b>AREA V. Seminars</b> .....  | 1.5 credits  |
| SEMM-534 APA Style: Basic Guidelines .....                                     | 5 credit     |
| SEMM-541 Self-Care/Graduate Studies .....                                      | 5 credit     |
| SEMM-546 APA Style Writing Papers .....  | 5 credit     |
| <b>AREA VI. PSYD-830 Clinical Examination</b> .....                            | 0 credits    |
| <b>AREA VII. PSIN-890 Internship</b> .....                                     | 0 credits    |
| <b>AREA VIII. DISS-870 Doctoral Dissertation</b> .....                         | 0 credits    |
| <b>Total Academic Credits</b> .....  | 86.5 credits |
| <b>Total Clinical Practicum Credits (Practicums I-VII)</b> .....               | 8.5 credits  |
| <b>Total Academic and Clinical Practicum Credits for Doctoral Degree</b> ..... | 95 credits   |

**COURSES REQUIRED FOR A MASTER'S DEGREE DIPLOMA  
IN CLINICAL PSYCHOLOGY  
(Effective Fall 2020)**

*Please refer to the Tuition and Fees section of this catalog for the costs associated with credits, laboratories, and practicums.*

|   |             |
|---|-------------|
| PRAD-581 Practicum I.....   | 1 credit    |
| PRAD-582A Practicum II-A .....  | 1 credit    |
| PRAD-582B Practicum II-B .....  | 5 credit    |
| PRAD-583 Practicum III.....   | 1 credit    |
| PRAD-584A Practicum IV-A .....  | 1 credit    |
| PRAD-584B Practicum IV-B.....   | 5 credit    |
| PRAD-585 Practicum V.....   | 1 credit    |
| PSAC-609 Psychological Evaluation I: Cognitive .....                    | 3 credits   |
| PSDL-609 Psychological Evaluation I: Cognitive (LAB).....               | 1 credit    |
| PSAC-610 Psychological Evaluation II: Personality .....                 | 3 credits   |
| PSDL-610 Psychological Evaluation II: Personality (LAB) .....           | 1 credit    |
| PSAC-682 Psychological Evaluation III: Personality .....                | 3 credits   |
| PSDL-682 Psychological Evaluation III: Personality (LAB). .....         | 1 credit    |
| PSDC-741 Group Therapy .....  | 3 credits   |
| PSDC-761 Family Therapy.....  | 3 credits   |
| PSYC-534 Psychopathology .....  | 3 credits   |
| PSYC-535 Advanced Psychopathology .....                                 | 3 credits   |
| PSYC-616 Psychotherapy Theories and Techniques .....                    | 3 credits   |
| PSYC-632 Behavior Therapy .....   | 1.5 credits |
| PSYC-635 Cognitive Behavioral Therapy.....                              | 3 credits   |
| PSYC-639 Evidence-based interventions for children and adolescents..... | 2 credits   |
| PSYC-640 Conceptualization and Intervention Planning.....               | 1.5 credits |
| PSYC-642 Advanced Psychotherapy .....                                   | 2 credit    |
| PSYC-749 Psychopharmacology .....                                       | 3 credits   |
| PSYF-505 Ethics and Professional Conduct .....                          | 3 credits   |
| PSYF-541 Advanced Issues in Life Span Human Development .....           | 2 credits   |
| PSYF-568 Applied Inferential Statistics.....                            | 3 credits   |
| PSYF-588 Theory of Test and Test Construction .....                     | 3 credits   |
| PSYF-613 History and Systems of Psychology (Online) .....               | 2 credits   |
| PSYF-662 Social Psychology with Emphasis on Puerto Rico .....           | 2 credits   |
| PSYC-627 Health Psychology and Primary Care .....                       | 3 credits   |
| PSYF-901 Neuroscience I: Neuroscience Approach of the Biological        |             |

|   |                     |
|---|---------------------|
| Aspects of Behavior .....   | 3 credits           |
| PSYF-902 Neuroscience II: Cognitive and Affective Aspects of Behavior .....   | 3 credits           |
| PSYD-720 Research Methods .....   | 3 credits           |
| SEMM-541 Self-Care/Graduate Studies.....                                      | 5 credit            |
| SEMM-546 APA Style: Basic Guidelines.....                                     | 5 credit            |
| SEMM-534 APA Style: Writing Papers.....                                       | 5 credits           |
| <br>  |                     |
| Total Academic Credits.....   | 68.5 credits        |
| Total Practicum Units: PRAD-581, -582A, -582B, -583, -584A, -584B -585 .....  | 6 credits           |
| <b>Total Academic and Clinical Practicum Credits for Master's Degree.....</b> | <b>74.5 credits</b> |

**PSY.D. IN CLINICAL PSYCHOLOGY  
CURRICULAR SEQUENCE  
(Effective Fall 2020)**

| <b>FALL FIRST YEAR</b> |                                       |                      |                |
|------------------------|---------------------------------------|----------------------|----------------|
| <b>Code</b>            | <b>Course Title</b>                   | <b>Prerequisites</b> | <b>Credits</b> |
| PSYF-505               | Ethics and Professional Conduct       | None                 | 3              |
| PSYC-616               | Psychotherapy Theories and Techniques | None                 | 3              |
| PSYC-534               | Psychopathology                       | None                 | 3              |
| PSYF-568               | Applied Inferential Statistics        | None                 | 3              |
| PRAD-581               | Clinical Practicum I                  | None                 | 1              |
| SEMM-541               | Self-Care/Graduate Studies            | None                 | .5             |

| <b>SPRING FIRST YEAR</b> |   |  |                |
|--------------------------|---|--|----------------|
| <b>Code</b>              | <b>Course Title</b>   | <b>Prerequisites</b>                   | <b>Credits</b> |
| PSYF-901                 | Neuroscience I: Neuroscience Approach of the Biological Aspects of Behavior | None                                   | 3              |
| PSYC-632                 | Behavior Therapy  | PSYC-616; PSYC-534; PRAD 581           | 1.5            |
| PSYC-640                 | Conceptualization and Intervention Planning                                 | PSYC-616; PSYC-534; PRAD 581           | 1.5            |
| PSYC-535                 | Advanced Psychopathology  | PSYC-616, PSYC-534, PSYF-505           | 3              |
| PSYF-588                 | Theory of Test and Test Construction  | PSYF-568                               | 3              |
| PRAD-582A                | Clinical Practicum II A   | PSYC-616; PSYC-534; PSYF-505; PRAD-581 | 1              |
| SEMM-546                 | APA Style: Basic Guidelines (Seminar)                                       | None                                   | .5             |

| <b>SUMMER FIRST YEAR</b> |  |   |                |
|--------------------------|--|---|----------------|
| <b>Code</b>              | <b>Course Title</b>                        | <b>Prerequisites</b>                              | <b>Credits</b> |
| PSYC-635                 | Cognitive Behavioral Therapy               | PSYC-616; PSYC-632; PSYC-535; PSYC-640; PRAD-582A | 3              |
| PSYF-541                 | Advanced Issues in Human Development       | None  | 2              |
| PSYF-613                 | History and Systems of Psychology (Online) | None  | 2              |
| PRAD-582B                | Clinical Practicum II B                    | PRAD-582A   | .5             |
| SEMM-534                 | APA Style: Writing Papers                  | None  | .5             |

| FALL SECOND YEAR |   |   |         |
|------------------|---|---|---------|
| Code             | Course Title  | Prerequisites   | Credits |
| PSAC-609         | Psychological Evaluation I: Cognitive                     | PSYF-541; PSYC-535; PSYF-588; PSYF-505; PRAD-582A; PRAD-582B                        | 3       |
| PSDL-609         | Psychological Evaluation I: Cognitive (LAB)               | PSYF-541; PSYC-535; PSYF-588; PSYF-505; PRAD-582A; PRAD-582B; PSAC-609 (concurrent) | 1       |
| PSYC-639         | Evidence-based interventions for children and adolescents | PSYC-635; PRAD-582A; PRAD-582B  | 2       |
| PSYD-720         | Research Methods  | PSYF-588  | 3       |
| PRAD-583         | Clinical Practicum III                                    | PSYC-535; PSYC-616; PRAD 582A; PRAD-582B; PSYC-635; PSYC-640                        | 1       |

| SPRING SECOND YEAR |  |   |         |
|--------------------|--|---|---------|
| Code               | Course Title   | Prerequisites                                       | Credits |
| PSAC-610           | Psychological Evaluation II: Personality                     | PSAC-609; PSDL-609; PSYC-535; PSYF-588; PRAD-583    | 3       |
| PSDL-610           | Psychological Evaluation II: Personality (LAB)               | PSAC-609; PSDL-609; PRAD-583; PSAC-610 (concurrent) | 1       |
| PSYF-902           | Neuroscience II: Cognitive and affective aspects of behavior | PSYF-901  | 3       |
| PSYC-642           | Advanced Psychotherapy                                       | PSYC-639; PRAD-583                                  | 2       |
| PRAD-584 A         | Clinical Practicum IV A                                      | PSAC-609; PSDL-609; PRAD-583; PSYC-639              | 1       |

| SUMMER SECOND YEAR |                                    |   |         |
|--------------------|------------------------------------|---|---------|
| Code               | Course Title                       | Prerequisites                           | Credits |
| PSYF-662           | Social Bases of Behavior           | None                                    | 2       |
| PSYC-627           | Health Psychology and Primary Care | PRAD-584A                               | 3       |
| PSDC-741           | Group Therapy                      | PSYC-642; PRAD-584A                     | 3       |
| PRAD-584B          | Clinical Practicum IV B            | PSAC-609; PSDL-609; PRAD-584A; PSYC-639 | .5      |

| FALL THIRD YEAR |   |   |         |
|-----------------|---|---|---------|
| Code            | Course Title                                    | Prerequisites   | Credits |
| PSAC-682        | Psychological Evaluation III: Personality       | PSAC-610; PSDL-610; PRAD-584A; PRAD-584B                        | 3       |
| PSDL-682        | Psychological Evaluation III: Personality (LAB) | PSAC-610; PSAC-682 (concurrent); PSDL-610; PRAD-584A; PRAD-584B | 1       |
| PSDC-761        | Family Therapy                                  | PSDC-741; PRAD-584A; PRAD-584B                                  | 3       |
| PSYC-749        | Psychopharmacology                              | PSYF 902  | 3       |
| PRAD-585        | Clinical Practicum V                            | PSAC-610; PSDL-610; PRAD-584A; PRAD-584B; PSDC-741              | 1       |

| SPRING THIRD YEAR |   |  |         |
|-------------------|---|--|---------|
| Code              | Course Title  | Prerequisites                          | Credits |
| PSDC-713          | Strategies and Techniques in Clinical Supervision                               | PSDC761; PRAD-585                      | 3       |
| PSYC-634          | Diversity & Cross-Cultural Psychotherapies                                      | PSDC-761                               | 3       |
| PSDC-715          | Professional Consultation/ Design and Administration of Human Services Programs | PSDC-761                               | 3       |
| PRAD-586A         | Clinical Practicum VI   | PSAC-682; PSDL-682; PRAD-585; PSDC-761 | 1       |
|                   | Elective Course # 1   |  | 2       |
| DISS-870          | Dissertation  |  | 0       |

| SUMMER THIRD YEAR |                                |  |         |
|-------------------|--------------------------------|--|---------|
| Code              | Course Title                   | Prerequisites  | Credits |
| PSDC-716          | Entrepreneurship in Psychology | None   | 1       |
|                   | Elective Course #2             |  | 2       |
| PRAD-586B         | Clinical Practicum VI B        | PSAC-682; PSDL-682; PRAD-586A; PSDC-761  | .5      |
| PSYD-830          | Clinical Examination           | PSYF-505; PSYF-662; PSAC-682; PSDL-682; PSDC-761; PSYF-901; PSYF-902; PSDC-715; PSYD-720; PSYC-634; PSDC-713 | fee     |
| DISS-870          | Dissertation                   |  | 0       |

| FALL FOURTH YEAR |  |                                |         |
|------------------|--|--------------------------------|---------|
| Code             | Course Title   | Prerequisites                  | Credits |
|                  | Elective Course #3   |                                | 2       |
|                  | Elective Course #4   |                                | 2       |
| DISS-870         | Dissertation   |                                | 0       |
| PRAD-587         | Clinical Practicum VII   | PRAD-586A; PRAD-586B; PSDC-761 | 1       |
|                  | Internship application process/Dissertation proposal must be submitted |                                |         |

| SPRING FOURTH YEAR |              |               |         |
|--------------------|--------------|---------------|---------|
| Code               | Course Title | Prerequisites | Credits |
| DISS-870           | Dissertation |               | 0       |

| SUMMER FOURTH YEAR |              |               |         |
|--------------------|--------------|---------------|---------|
| Code               | Course Title | Prerequisites | Credits |
| DISS-870           | Dissertation |               | 0       |



| <b>FALL FIFTH YEAR</b> |                     |                       |                |
|------------------------|---------------------|-----------------------|----------------|
| <b>Code</b>            | <b>Course Title</b> | <b>Prerequisites</b>  | <b>Credits</b> |
| PSIN-890               | Internship          | All courses, PSYD-830 | 0              |

| <b>SPRING FIFTH YEAR</b> |                     |                       |                |
|--------------------------|---------------------|-----------------------|----------------|
| <b>Code</b>              | <b>Course Title</b> | <b>Prerequisites</b>  | <b>Credits</b> |
| PSIN-890                 | Internship          | All courses, PSYD-708 | 0              |

| <b>SUMMER FIFTH YEAR</b> |                     |                       |                |
|--------------------------|---------------------|-----------------------|----------------|
| <b>Code</b>              | <b>Course Title</b> | <b>Prerequisites</b>  | <b>Credits</b> |
| PSIN-890                 | Internship          | All courses, PSYD-708 | 0              |

Revised: March 202

## PSY.D IN CLINICAL PSYCHOLOGY COURSE DESCRIPTIONS

### **DISS-870 DISSERTATION (0 credits)**

**PREREQUISITE:** Pass doctoral-level examinations

Students are required to enroll in this course while they are actively working on their dissertations.

### **PRAD-581, PRAD-582A, PRAD-582B, PRAD-583, PRAD-584A, PRAD-584B, PRAD-585, 586A, PRAD-586B & PRAD-587 CLINICAL PRACTICUMS (0 credits)**

**PREREQUISITES:** See below

Students are required to enroll in this course sequence while they are actively engaged in clinical practicum experiences. Students are exposed to a variety of clinical populations and settings. Please see the specific details for each practicum below.

### **PRAD-581 CLINICAL PRACTICUM I (0 credits) PREREQUISITES: None**

Offered only in the Fall term.

### **PRAD-582A CLINICAL PRACTICUM II-A (0 credits) PREREQUISITES: PSYF-505, PSYC-516, PSYC-534, PRAD-581**

Offered only in the Spring term.

Clinical Practice II A offers the student the opportunity to integrate and apply theoretical knowledge acquired in the courses he/she has taken to the present. It provides the student with a progressive exposition to develop basic clinical skills such as: the initial interview, clinical case conceptualization and psychotherapeutic interventions.

### **PRAD-582B CLINICAL PRACTICUM II-B (0 credits)**

**PREREQUISITES:** PRAD-582A

Offered only in the summer term.

Clinical Practice II B offers the student the opportunity to integrate and apply theoretical knowledge acquired in the courses he/she has taken up to the present. It provides the student with a progressive exposition to continue to develop basic clinical skills such as: the initial interview, clinical case conceptualization and psychotherapeutic interventions.

### **PRAD-583 CLINICAL PRACTICUM III (0 credits) PREREQUISITES: PRAD-582A, PSYC-635, PSYC-616, PRAD-582B, PSYC-535, PSYC-640**

This practicum provides students with basic training and clinical experience focused on initial interview, mental status, psychosocial history, diagnosis, conceptualization, treatment plan, and intervention skills. Students will begin to integrate knowledge and skills, incorporating different models and strategies with an emphasis on evidence-based interventions, taking into consideration the Latino/Hispanic culture. Students will provide direct services to assigned clients in the Albizu University Clinic or at outside placements.

### **PRAD-584A CLINICAL PRACTICUM IV-A (0 credits)**

**PREREQUISITES:** PRAD-583, PSYC-609, PSDL-609, PSYC-639

The purpose of this practicum is to continue training students from the Psy.D. Program in clinical competencies regarding conceptualization, diagnostic formulation, intervention, and treatment planning skills. Students will continue the integration of scientific knowledge and clinical practice incorporating theoretical models and strategies including behavioral and cognitive behavioral therapy, social, interpersonal, and integrative. Special emphasis is done to evidenced based models applied to Latino/Hispanic Culture. Students will also practice assessment and evaluation skills through the administration, correction, interpretation, and integration, in a psychological professional report, of normative intelligence, perceptual and adaptive tests results.

**PRAD-584B CLINICAL PRACTICUM IV-B (0 credits)****PREREQUISITES :** PRAD-584A, PSYC-609, PSDL-609, PSYC 639.

The purpose of this practicum is to continue training students from the Psy.D. Program in clinical competencies regarding conceptualization, diagnostic formulation, intervention, and treatment planning skills. Students will continue the integration of scientific knowledge and clinical practice incorporating theoretical models and strategies including behavioral and cognitive behavioral therapy, social, interpersonal, and integrative. Special emphasis is done to evidenced based models applied to Latino/Hispanic Culture. Students will also practice assessment and evaluation skills through the administration, correction, interpretation, and integration, in a psychological professional report, of normative intelligence, perceptual and adaptive tests results.

**PRAD-585 CLINICAL PRACTICUM V (0 credits)****PREREQUISITES :** PRAD-584A, PSAC-610, PSDL-610, PRAD-584B, PSDC-741

Through this practicum, the student will refine and integrate the assessment and therapeutic skills developed during the previous clinical practices, focusing on conceptualization, diagnostic formulation, intervention, and treatment planning skills. Students will employ advanced integration of scientific knowledge and clinical practice, incorporating theoretical models and strategies including behavioral, cognitive behavioral, social, interpersonal, and integrative therapies. Students will also employ models, skills, and strategies for individual and family therapy. Special emphasis is placed on evidenced-based models applied to Latino/Hispanic culture. Students will also practice assessment and evaluation skills through the administration, correction, interpretation, and integration, in a professional psychological report, of normative intelligence, perceptual, and adaptive tests results. Students will provide direct services to assigned clients in the Albizu University Clinic or outside placements.

**PRAD-586A CLINICAL PRACTICUM VI-A (0 credits)****PREREQUISITES:** PRAD-585, PSDC-761, PSDL-761, PSAC-682, PSDL-682

During this clinical practicum the student from the Psy.D. Program will master and integrate the assessment and therapeutic skills developed during the previous five clinical practices, regarding conceptualization, diagnostic formulation, intervention, and treatment planning skills. Students will apply advanced integration of scientific knowledge and clinical practice incorporating theoretical models and strategies including behavioral and cognitive behavioral therapy, social, interpersonal, and integrative. Also, students will apply models, skills, and strategies for individual and family therapy. Special emphasis is done to evidenced based models applied to Latino/Hispanic Culture. Students will also practice assessment and evaluation skills through the administration, correction, interpretation, and integration, in a psychological professional report, of normative intelligence, perceptual and adaptive tests results. Students will provide direct services to clients assigned to Albizu University Clinic or outside placements.

**PRAD-586B CLINICAL PRACTICUM VI-B (0 credits)****PREREQUISITES:** PRAD-586-A, PSAC-682, PSDL-682, PSDC-761,

During this clinical practicum the student from the Psy.D. Program will master and integrate the assessment and therapeutic skills developed during the previous five clinical practices, regarding conceptualization, diagnostic formulation, intervention, and treatment planning skills. Students will apply advanced integration of scientific knowledge and clinical practice incorporating theoretical models and strategies including behavioral and cognitive behavioral therapy, social, interpersonal, and integrative. Also, students will apply models, skills, and strategies for individual and family therapy. Special emphasis is done to evidenced based models applied to Latino/Hispanic Culture. Students will also practice assessment and evaluation skills through the administration, correction, interpretation, and integration, in a psychological professional report, of normative intelligence, perceptual and adaptive tests results. Students will provide direct services to clients assigned to Albizu University Clinic or outside placements.

**PRAD-587 CLINICAL PRACTICUM VII (0 credits)****PREREQUISITES:** PRAD-586A, PRAD-586B, PSDC-761

Through this practicum, students will master and integrate the assessment and therapeutic skills developed during the previous six clinical practices, through a range of activities like those undertaken in Clinical Practicum VI and with the addition of training in couples and group therapy and professional consultation.

**PSAC-603 ASSESSMENT OF INTELLIGENCE (3 credits) PREREQUISITES:** PSYF-540, PSYC-535, PSYF-588

This course provides a critical analysis of the major theories of cognitive and intelligence development and their application to the measurement of intelligence. Genetic, developmental, and environmental factors impacting intellectual abilities are also analyzed. Students are expected to develop skills in the administration and clinical interpretation of the Wechsler Intelligence Scales for children and adults and the Raven, Beery, Bender Gestalt, and Vineland Adaptive Behavior Scales. Cultural sensitivity to the Puerto Rican population and other ethnic minorities will be considered. Advanced integrative knowledge of biological and cognitive aspects of behavior is included as a specific content area. Research, professional, and ethical issues related to measurement and testing will be reviewed. Students must also attend a laboratory session (PSDL-603) for two-and-a-half hours weekly to practice the necessary skills to administer, interpret, and prepare professional psychological reports.

**PSAC-604 ASSESSMENT OF PERSONALITY I: PROJECTIVE TECHNIQUES (3 credits) PREREQUISITES:** PSAC-603, PSDL-603, PSYC-516, PSYC-535, PSYF-588

This course provides students with a theoretical and practical knowledge of the personality assessment process. The course is based on the study of projection and client responses to personality tests, especially on the Rorschach. Students are trained in the administration, scoring, and interpretation of the Rorschach test as a measure of personality dynamics. The course emphasizes the Exner Comprehensive System, given the high degree of skill needed from the evaluator in the proper use of the test.

**PSAC-681 ASSESSMENT OF PERSONALITY II: OBJECTIVE TECHNIQUES (3 credits) PREREQUISITES:** PSYF-588, PSAC-604, PSDL-604

The administration, correction, and interpretation of objective tests of the personality such as the Multiphase Inventory of the Personality of Minnesota (MMPI), the MMPI-2, and the Inventory of Depression of Beck will be discussed. The tests of vocational interests will also be discussed. Critical analysis will be conducted on the construction, validation, and normalization of these tests as they relate to administration and clinical interpretation and the applicability to the Puerto Rican population and other minority groups. The course requires practice in a supervised laboratory session.

**PSDC-711 STRATEGIES AND TECHNIQUES IN PROFESSIONAL CONSULTATION (3 credits)****PREREQUISITES:** PSYC-617, PSDL-617, PSYC-535

The course addresses the basic principles and fundamental theories and intervention models of professional psychological consultation. Emphasis is given to the different stages of the consultation process. The roles and functions of the consultant within different contexts such as schools, the family, and private industry are discussed. The purpose of the course is to acquaint students with the basic areas and goals of the professional consultation process and to provide the opportunity to apply the acquired knowledge to actual situations requiring the assistance of a consulting psychologist. Ethical controversies are also discussed.

**PSDC-713 THE TEACHING OF PSYCHOTHERAPY: STRATEGIES AND TECHNIQUES IN CLINICAL SUPERVISION (3 credits)****PREREQUISITES :** PSDC-761, PRAD-585

This course offers readings and discussion related to theory and practice in the supervision of psychotherapists.

**PSDC-714 DESIGN AND ADMINISTRATION OF HUMAN SERVICES PROGRAMS (3 credits)**

**PREREQUISITES:** None

This course orients students to the possible roles that a psychologist can play in the design and administration of human services programs. Historical framework, structural aspects, human processes, public policies, and program procedures are discussed. Emphasis will be given to program planning, implementation, and evaluation. The norms of the Joint Commission on Accreditation of Health Care Organizations are reviewed. The content exposes students to the complexities of the Puerto Rican socio-political environment, its relation to individual and collectiveness mental health, and its impact on administrative processes in the field of mental health.

**PSDC-720 DESIGN AND INTERPRETATION OF STATISTICAL ANALYSIS (3 credits)PREREQUISITE:**  
PSYF-588

This course familiarizes students with scientific research and with the statistical techniques available to analyze information. Emphasis will be given to the process of scientific investigation and its application to experimental and correlational studies within the area of psychology. Although descriptive, correlational, and inferential statistical methods are discussed, the emphasis will be on the interpretation of results rather than the development of calculation skills. Students will become capable of discriminating among the various statistical methods and their application to different research designs.

**PSDC-741 GROUP THERAPY (3 credits)PREREQUISITES: PSYC-642, PRAD584A**

This course aids students in developing and strengthening basic skills of group therapy. Attention will be given to the group as a unit of therapy, to the roles and functions of the group therapist, and to the effectiveness of the different modalities of group therapy. Group therapy is a means of facilitating the analysis of the reality in which its members live. Additionally, it allows participants to evaluate relationships with others and to develop skills for the formulation of goals. The course trains students to develop skills for managing individuals in group therapy and for producing changes in individual and group functioning. Individual changes within group therapy will be analyzed. In addition, the course emphasizes a group member's identification of his/her limitations and quality of interpersonal relations. The therapist is a facilitator of the group process, serving as a therapeutic resource.

**PSDC-761 FAMILY THERAPY I (3 credits) PREREQUISITES: PSDC-741, PRAD-584A, 584B**

This course provides students with an advanced view of the historical, philosophical, and theoretical principles of the family as a socio-psychological system, including context, classic schools, recent developments, and evaluation of family therapy. Content will emphasize the interventions and techniques presented in each of the discussed theoretical models. Identification of family structures and communication patterns and formulation of treatment goals will be included. Students must attend a weekly laboratory session (PSDL-761).

**PSDL-603 ASSESSMENT OF INTELLIGENCE LABORATORY (0 credits)PREREQUISITES: PSYF-540, PSYF-535, PSYF-588**

In this required course, students acquire skills in the actual administration, scoring, clinical interpretation, and report writing of standardized intelligence, visual motor coordination, and adaptive behavior tests. The tests that will be studied include the Wechsler Intelligence Scales (preschoolers, children, and adults), the Colored and Standard Progressive Matrices, as well as other tests of visual-motor coordination (Beery Buktenica and Bender Gestalt II).

**PSDL-604 ASSESSMENT OF PERSONALITY I: PROJECTIVE TECHNIQUES****LABORATORY (0 credits)****PREREQUISITES:** PSAC-603, PSDL-603, PSYC-516, PSYC-535, PSYF-588

This laboratory provides students with practical knowledge of the personality assessment process. Students are trained in the administration and scoring of the Rorschach test as a measure of personality dynamics. The laboratory emphasizes Exner's Comprehensive System (2000), given the high degree of skill needed from the evaluator in the proper use of the test.

**PSDL-617 ADVANCED TECHNIQUES OF PSYCHOTHERAPY LABORATORY (0 credits)****PREREQUISITES:** PSYC-516, PSYC-535

This laboratory further advances the development and understanding of diverse psychotherapeutic skills in students. Students will apply the knowledge acquired in PSYC-517 (Techniques of Psychotherapy) and PSYC-617 (Advanced Techniques of Psychotherapy), using role-playing and discussion of psychotherapy sessions that illustrate the application of various evidence-based models of psychotherapy and techniques in the treatment of different populations and mental health conditions. We will emphasize the application of techniques from recent models of psychotherapy such as narrative psychotherapy, solution-focused therapy, acceptance commitment therapy, schema therapy, dialectical behavior therapy, parent-child interaction therapy, among others, as well as integrative approaches.

**PSDL-681 ASSESSMENT OF PERSONALITY II: OBJECTIVE TECHNIQUES****LABORATORY (0 credits)****PREREQUISITES:** PSYF-588, PSAC-604, PSDL-604

The laboratory prepares students to administer, score, and interpret objective tests and to integrate the results of a full battery of tests. The course is considered essential in the professional formation of students. Report writing of a full battery of tests that includes objective tests is a basic skill that clinical psychologists should develop and master. The course provides a framework for establishing interpretative priorities and for incorporating hypotheses into an internally consistent psychological report.

**PSDL-761 FAMILY THERAPY I LABORATORY (0 credits) PREREQUISITES:** PSDC-740, PSYC-617

This laboratory provides an opportunity for students to systematically develop clinical skills by exposing them to role-plays of family interventions. This allows for increased competency in family interventions and fosters the development of individual therapeutic styles in consonance with cultural patterns in Puerto Rico. This laboratory is to be taken concurrently with the related course on Family Therapy since it involves the practical application of theory along with the practice of family therapy.

**PSIN-890 INTERNSHIP (0 credits)****PREREQUISITE:** All courses, practicums, and seminars, except dissertation, must be approved prior to enrollment in this course

The Psychology Internship Program provides a diverse range of clinical training activities and experiences to predoctoral psychology students. Completion of the internship requires a minimum of 2,000 hours of supervised clinical experience.

**PSYC-515 COMPARATIVE THEORIES OF PERSONALITY AND PSYCHOTHERAPY (3 credits)****PREREQUISITES:** None

This course includes a critical analysis of the principal theoretical positions in the field of personality and their application to psychotherapy. Analysis of personality constructs from different perspectives will be discussed. Emphasis on the basic approaches to personality in the areas of research and diversity will be discussed.

**PSYC-516 TECHNIQUES OF PSYCHOTHERAPY (3 credits)PREREQUISITES:** PSYC-515, PSYC-534, PSYF-505

This course establishes a basis for the understanding of key psychotherapy theories and modalities. The key concepts, principles, and theoretical models of psychotherapy, as well as their origins and evolutions, will be considered. The main strategies and techniques of current psychotherapeutic approaches will be discussed. The course is designed to explain different styles and theories of a diverse array of psychotherapies and to stimulate critical thinking. Emphasis will be given to research and empirical validation of the different psychotherapeutic approaches and techniques. Clinical intervention with Hispanic clients will be stressed.

**PSYC-534 PSYCHOPATHOLOGY I (3 credits)PREREQUISITES:** None

This course aids students to become proficient in the understanding and application of psychopathology concepts considering the current version of the *Diagnostic and Statistical Manual of Mental Disorders*. Students will be exposed to dysfunctional behavior classification using the diagnostic system. Content includes the development of a critical integral view of the *DSM* system, utility, and credibility in terms of clinical, research, and educational purposes. Also, students will be exposed to the analysis of conceptual issues related to cross-cultural differences in psychopathology and psychiatric diagnoses. Finally, students will develop knowledge, understanding, and applicability of psychopathology theories relevant to clinical psychology practice.

**PSYC-535 ADVANCED PSYCHOPATHOLOGY (3 credits)PREREQUISITES:** PSYC-516, PSYC-534, PSYF-505

This course develops the skills necessary to master and apply psychopathology concepts considering the current *Diagnostic and Statistical Manual of Mental Disorders*. Students are exposed to the most important aspects of the classification of dysfunctional behavior according to the diagnosis system. The course develops in students an integrative view of clinical theory and its convergent and divergent points in the interpretation of the current *DSM*. Students develop knowledge, understanding, and applicability of clinical theories of psychopathology necessary for the practice of clinical psychology, as well as becoming acquainted with current research in the area.

**PSYC-617 ADVANCED TECHNIQUES OF PSYCHOTHERAPY (3 credits)PREREQUISITES:** PSYC-516, PSYC-535

This course advances the knowledge base and therapeutic skills of students in evidence-based psychotherapy. The application and integration of therapeutic models in the management of clinical cases will be emphasized. Students will also be exposed to the empirical and scientific bases of the psychotherapy process. We will discuss critical issues regarding the effectiveness and efficacy of different types of psychotherapy.

**PSYC-634 DIVERSITY & CROSS-CULTURAL PSYCHOTHERAPIES (3 credits)**

**PREREQUISITES:**, PSDC-740, PSDC-761

This course examines the theoretical aspects and skills required by psychologists to strengthen their awareness, knowledge, and skills to conduct clinical assessments, diagnoses, and treatment interventions with multicultural, cross-cultural, and diverse individuals and groups. Recognizing the importance of preparing students to work effectively with individuals and groups with backgrounds and worldviews different from their own, the course provides opportunities for students to develop and increase their repertoires of clinical and psychotherapeutic interventions. Students will also study the impact disparity plays in the quality and quantity of mental health care experienced by multicultural, cross-cultural, and diverse individuals and groups. This will include exploration of the dimensions of culture, ethnicity, lifestyle, religion/spirituality, gender, age, disability, and sexual orientation; identity development; and the effects of class and socioeconomic status and oppression on individuals and groups, thus increasing student knowledge and understanding of the structural, cultural, personal, and interpersonal factors that contribute to disparity in mental health services.

Finally, the course will address these fundamental dimensions to increasing the knowledge, cultural sensitivity, and competence required to provide effective mental health services to the before-mentioned populations.

**PSYC-635 COGNITIVE BEHAVIORAL THERAPY (3 credits)PREREQUISITE:** PSYC-616, PSYC-632, PSYC-535, PSYC-640, PRAD-582A

This course examines the theories and applications of cognitive behavioral treatments for a wide array of psychological disorders and evaluates the empirical evidence for their utility. The course is intended to provide a comprehensive examination of the current state of cognitive behavioral therapies. The integration of theory and practice in the application of cognitive behavioral techniques will be emphasized. Students are helped to develop skills in implementing scientifically grounded strategies for changing dysfunctional human responses. The course assumes that the student already has basic skills for developing cognitive behavioral case conceptualizations. Emphasis will be placed on critical issues regarding the effectiveness and efficacy of the different types of evidence-based therapeutic techniques. Ethical principles and dilemmas related to behavioral change and control will also be discussed.

**PSYC-749 PSYCHOPHARMACOLOGY (3 credits)PREREQUISITE:** PSYF-902

In this course, students examine the fundamental concepts, theoretical and clinical aspects, therapeutic foundations, and recent investigations of psychopharmacology. The following areas will be studied:

1. Biochemical psychoactive drug mechanisms
2. Pharmacology principles
3. Clinical psychoactive drug utilization
4. Therapeutic doses and crossed interaction
5. Toxicity and drug contraindications more commonly used

The implications of the biopsychosocial model in prevention, treatment, and drug abuse will be emphasized. Emphasis will also be given to understanding and recognizing psychotherapeutic doses that may be appropriate to managing patient psychopathologies.

**PSYF-500 THEORIES OF LEARNING AND MOTIVATION (3 credits)PREREQUISITES:** None

This required core course presents contemporary and classical theories of learning and motivation. Relevant research in this area of study will be discussed. The implications of studies in the field of learning and motivation for psychological interventions will be stressed.

**PSYF-505 ETHICS AND PROFESSIONAL CONDUCT (3 credits)PREREQUISITES:** None

This course introduces topics related to ethical issues, legal issues, and professional conduct in the practice of psychology. Topics to be addressed include analysis of value conflicts, including those that may reflect different cultural orientations; decision-making; maintenance of high professional standards; confidentiality; and standards for human research. Legal aspects, such as license requirements and risks for malpractice suits, will also be discussed.

**PSYF-540 LIFE SPAN HUMAN DEVELOPMENT (3 credits)PREREQUISITES:** None

This course reviews theory and research related to human growth and development through the life cycle. Students will study the biological, genetic, historical, socio-cultural, economic, and psychological foundations of human development. Emphasis will be given to biological, social, emotional, and intellectual factors of normative development. Puerto Rican cultural factors in childrearing and development will be discussed. The topic of individual differences is emphasized throughout all units of the course. Students will be assisted in developing the knowledge and skills to apply the concepts acquired during the course to their clinical and research practice as psychologists.



**PSYF-568 APPLIED INFERENTIAL STATISTICS (3 credits)PREREQUISITES: None**

The course offers an introduction to inferential statistics in the context of psychological research. The topics covered include hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, t and F distributions, and univariate and multivariate statistical tests, among others.

**PSYF-588 THEORY OF TESTS AND TEST CONSTRUCTION (3 credits)PREREQUISITE: PSYF-568**

This course presents the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined through class exercises. The course also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales. Students will apply knowledge from the course to construct their own assessment instruments.

**PSYF-613 HISTORY AND SYSTEMS OF PSYCHOLOGY (3 credits)PREREQUISITES: None**

This course enables students to understand the development of the historic and philosophical aspects of psychology. It will enhance their understanding of the different schools and theories of psychology and enable them to identify important figures in psychology and those individuals' views of the world and its people. Special consideration is given to the development of discipline as a science from 1839 to the present. In addition, students will study the development of psychology in Puerto Rico, Latin America, and around the world.

**PSYF-901 NEUROSCIENCE I: NEUROSCIENCE APPROACH OF THE BIOLOGICAL ASPECTS OF BEHAVIOR (3 credits) PREREQUISITES: None**

This course provides a review of the major theories of cognition and affective aspects of behavior. The course will include a description of the physiological processes of human behavior, such as the structure of the neurological system, sensory systems, synaptic chemistry, and electrophysiology of encephalon. The course will also present and discuss different pathologies and deficits related to the cognitive and affective aspects of behavior.

**PSYF-662 SOCIAL BASES OF PSYCHOLOGY WITH EMPHASIS ON PUERTO RICO (3 credits) PREREQUISITES: None**

In this course, the theoretical bases of social psychology will be analyzed. Emphasis will be given to the relationship between social psychology and behavior. The course will explore the extent to which social psychology is subject to variation within different cultural contexts, with an emphasis on the Puerto Rican society. Relevant research on these topics will be analyzed in the existing literature. A socio-historical analysis will be conducted, taking into special consideration the colonial influence of the United State in Puerto Rico.

**PSYF-753 THEORY AND FAMILY SYSTEMS (3 credits)PREREQUISITES: PSYC-516, PSYC-535**

In this course, the basic historical, philosophical, and theoretical principles of the family as a socio-psychological system will be analyzed. Family therapy from a systemic perspective will also be discussed. The course will also include an examination of general systems theory with an emphasis on dysfunctional behavior and its homeostatic role in the family.

**SEMM-534 APA WRITING PAPER (.5 credits)PREREQUISITES: None**

This six-hour seminar provides students with the basic skills to prepare a manuscript using the *Publication Manual of the American Psychological Association*.

**SEMM-540 SELF-CARE/GRADUATE STUDIES (0 credits)PREREQUISITES: None**

The graduate school environment requires appropriate skills for self-care, especially to address and meet the challenges that arise during a doctoral career. Students must develop, strengthen, and advocate for self-care skills to maintain an adequate quality of life, with an appropriate balance between their various roles. To help students achieve this goal, this seminar facilitates the development of techniques such as anxiety and stress management, time organization, study skills appropriate for graduate school, and professional relationships within and outside the academic

environment.

**SEMM-545 WRITTEN AND ORAL COMMUNICATION SKILLS IN PSYCHOLOGY (0 credits)**

**PREREQUISITES:** None

This workshop helps students understand the importance of developing professional writing skills to maintain a record of information directly related to their clinical training. The ethical and legal implications of professional writing skills will be offered. The elements required in a progress note will serve as the foundation for the skills practice students will carry out as part of the workshop.

# **DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY (PSY.D.) MAYAGÜEZ UNIVERSITY CENTER**

## **MISSION**

To train culturally sensitive Hispanic clinical psychologists with the necessary competencies to provide services to individuals, families, and Hispanic groups along with the social system.

The mission focuses on developing in students a holistic, dynamic, and integrated perspective that is realized through a balanced and interconnected sequence of didactic coursework, experiential clinical training, and opportunities for research and scholarly work.

## **VISION**

The program will contribute to the search for high-quality clinical interventions developed through rigorous academic curricula and clinical experiences while respecting cultural diversity.

## **PHILOSOPHY OF TRAINING**

The philosophy of training for the Psy.D. program is to prepare students to become competent clinical psychologists based on the Practitioner-Scholar model. In line with the training model, the program focuses on the professional growth and self-awareness of the students as well as the development of cultural sensitivity in the provision of clinical services. The program provides students with the opportunity to address issues of cultural and individual diversity, work with a wide range of client populations, and practice in multiple settings and in a variety of professional roles, such as clinician, administrator, supervisor, and consultant. Students are encouraged to consider the best research evidence integrated with clinical competencies and skills to promote positive therapeutic outcomes.

## **TRAINING MODEL**

The resolutions of the 1973 Vail Conference advocated for the development of a professional training model determined by the skills program graduates would need to function effectively in the roles they have chosen. The Practitioner-Scholar model is best suited for training psychologists whose primary roles will be in direct professional practice, which is the focus of the Albizu Psy.D. program. The model endeavors to produce clinical psychologists who bring a scientific approach to the multiple roles in which they function as professionals.

The goals for research training in programs adhering to the Practitioner-Scholar model are to develop in students:

- a) Sufficient basic skills to be able to design and execute competent outcomes in professional and in some cases academic contexts with the support of properly trained consultants.
- b) A basic understanding of and respect for the scientific basis of the discipline.
- c) Sufficient methodological knowledge to enable them to be effective consumers of scientific knowledge.

Practitioner-Scholar programs assume that graduates will not be involved in generating new knowledge in any substantial matter.

## **PROGRAM AIMS, OBJECTIVES, AND COMPETENCIES**

The program has a clearly specified philosophy of education and training fully compatible with the mission of its sponsor institution, Albizu University, and appropriate to the science and practice of psychology. The main aims, objectives, and competencies of the program are as follows.

### **Program Aims**

Aim 1: To prepare Clinical Psychologists from a Practitioner/Scholar perspective, competent in translating scientific research into evidence-based practice, based upon high ethical standards and of self-reflective skills committed to a social responsibility professional model.

Aim 2: To train health-services Clinical Psychology providers knowledgeable in implementing preventive, restorative and rehabilitative evidence-based interventions to individuals from diverse racial, ethnic, cultural, and religious background in different interdisciplinary context.

### **Program Objectives**

The program has the following objectives for student learning:

#### *Discipline-Specific Knowledge Category 1: History and Systems of Psychology*

1. Learn the origin and development of major systems of psychology

#### *Discipline-Specific Knowledge Category 2: Basic Content Areas in Scientific Psychology*

1. Learn theories and relevant research that are fundamental for the understanding of the biological and developmental aspects of behavior.
2. Learn theories and current research relevant for the understanding of cognitive aspects of behavior.
3. Learn theories and current research relevant for the understanding of affective and social aspects of behavior.

#### *Discipline-Specific Knowledge Category 3: Advanced Integrative Knowledge in Scientific Psychology*

1. Demonstrate advanced integrative knowledge of biological and developmental aspects of behavior.
2. Demonstrate advanced integrative knowledge of biological and cognitive aspects of behavior.
3. Demonstrate advanced integrative knowledge of social and affective aspects of behavior.

#### *Discipline-Specific Knowledge Category 4: Research and Quantitative Methods*

1. Demonstrate knowledge and skills in research methods including quantitative and qualitative approaches.
2. Demonstrate knowledge and skills in psychometric theory and techniques of psychological measurement.

### **Program Competencies**

Students will develop the following competencies through the program:

### *Competency #1: Research*

1. Demonstrate the independent ability to formulate and conduct research or scholarly activities.
2. Evaluate and disseminate research and scholarly works.

### *Competency #2: Ethical and legal standards*

1. Know and understand the American Psychological Association (APA) and the Examining Board of Psychologists of Puerto Rico Ethical Principles and Codes of Conduct, as well as national and federal laws, rules, regulations, and professional standards and guidelines relevant to health service psychology.
2. Apply ethical principles and professional standards to ethical dilemmas in clinical practice and decision-making processes.

### *Competency #3: Individual and cultural diversity*

1. Identify and understand personal and cultural attitudes and biases and their impact in interactions with others.
2. Demonstrate and apply knowledge, skills, and sensitivity when working with diverse populations.
3. Integrate knowledge and skills in individual and cultural differences in professional conduct and roles within the community.

### *Competency #4: Professional values, attitudes, and behaviors*

1. Demonstrate knowledge of and behave in ways that reflect the values and attitudes of psychology, including integrity, accountability, and concern for the welfare of others.
2. Engage in self-reflection on personal and professional functioning to improve professional effectiveness and independence during training.
3. Demonstrate openness and flexibility to feedback and supervision.

### *Competency #5: Communication and interpersonal skills*

1. Develop and maintain effective personal and interpersonal relationships with individuals including clients, colleagues, organizations, and communities served.
2. Demonstrate professional verbal, non-verbal, and written communication skills and the management of difficult communications in interactions with others.

### *Competency #6: Assessment*

1. Select the appropriate assessment methods from the best available empirical literature.
2. Administer, score, and interpret reliable and valid tests and measures of adaptive behavior, intelligence, and personality and prepare professional written reports that integrate test data with collateral findings.
3. Communicate the findings verbally in a written report to a range of audiences in a sensible way.

### *Competency #7: Intervention*

1. Establish and maintain effective therapeutic relationships with a variety of populations and organizations.
2. Demonstrate the ability to study diverse clinical problems and interventions using empirical research findings.
3. Implement evidence-based intervention skills in individual, group, and family therapies and with other diverse clients in different contexts.
4. Modify interventions using evidence-based approaches when necessary, according to client's needs.
5. Evaluate intervention effectiveness, goals, and methods consistent with the ongoing evaluation and make adaptations as needed.

### *Competency #8: Supervision*

1. Acquire and demonstrate knowledge and skill in clinical supervision models and practices.

### *Competency #9: Consultation and interprofessional/interdisciplinary skills*

1. Demonstrate knowledge and skill in professional consultation models and practices.
2. Demonstrate knowledge and respect for the roles and perspectives of other professionals within interdisciplinary contexts.

## **PRACTICUM TRAINING**

Psy.D. students at Albizu are provided with practicum settings responsive to the program's training aims and objectives. Students have a wide array of practicum sites to choose from, including hospitals, mental health centers, and forensic settings, with a diversity of treatment populations including the LGBTQ community, high-risk adolescents, the homeless, substance abusers, domestic violence victims, and trauma victims, among others. Our practicum experiences are consistent with our training model.

All students must complete a total of seven sessions of clinical practice. During the first two sessions, PRAD-591 and PRAD-592, students are supervised by both doctoral interns and licensed doctoral-level clinical psychologists. During the next five sessions, PRAD-593 through PRAD-597, licensed doctoral-level clinical psychologists supervise practicum students a minimum of one hour per week. Practicum training is provided both through the Community Mental Health Center on campus and through a network of approved and monitored outside practicum sites.

Students enrolled in the Psy.D. program are also expected to apply to an APPIC-approved pre-doctoral internship. Students may apply to internship programs on the mainland as well as to programs located in Puerto Rico.

**CLINICAL PRACTICUM HOURS PSY.D. PROGRAM**

| <b>Practicum Level</b>                   | <b>Minimum Requirements</b>  | <b>Clinical Hours Face to Face (Cumulative)</b> | <b>Clinical Hours (Assessment)</b> | <b>Clinical Supervision</b> | <b>Indirect Hours</b> | <b>Didactic Hours</b> | <b>Total</b> |
|--|--|---|------------------------------------|-----------------------------|-----------------------|-----------------------|--------------|
| <b>PRAD-591</b><br>(15 weeks)<br>Fall    | 2 Shadow Cases   | 22<br>(11 weeks)<br>(22)                        | N/A                                | 75<br>(5hrs<br>Weekly)      | 30                    | 15                    | 142          |
| <b>PRAD-592A</b><br>(15 weeks)<br>Spring | 2 individual cases   | 22<br>(11 weeks)<br>(44)                        | N/A                                | 60<br>(4hrs<br>Weekly)      | 15                    | 5                     | 102          |
| <b>PRAD-592B</b><br>(8 weeks)<br>Summer  | 3 individual cases   | 24<br>(68)                                      | N/A                                | 32<br>(4 hrs.<br>weekly)    | 8                     | 5                     | 69           |
| <b>PRAD-593</b><br>(15 weeks)<br>Fall    | 6 individual cases   | 90<br>(158)                                     | N/A                                | 15                          | 8                     | 5                     | 118          |
| <b>PRAD-594A</b><br>(15 weeks)<br>Spring | 3 Individual cases<br>4 Cognitive evaluations  | 45<br>(203)                                     | 40                                 | 15                          | 20                    | 5                     | 125          |
| <b>PRAD-594B</b><br>(8 weeks)<br>Summer  | 4 Individual cases   | 32<br>(235)                                     | N/A                                | 8                           | 20                    | 5                     | 65           |
| <b>PRAD-595</b><br>(15 weeks)<br>Fall    | 5 Individual cases<br>4 Cognitive evaluations  | 75<br>(310)                                     | 40                                 | 15                          | 20                    | 5                     | 155          |
| <b>PRAD-596A</b><br>(15 weeks)<br>Spring | 2 Individual cases<br>1 Family, couple, or group case.<br>3 psychological or psych-educational evaluations.                    | 60<br>(370)                                     | 42                                 | 15                          | 20                    | 5                     | 142          |
| <b>PRAD-596B</b><br>(8 weeks)<br>Summer  | 4 Individual cases   | 32<br>(402)                                     | N/A                                | 8                           | 20                    | 5                     | 65           |
| <b>PRAD-597</b><br>(15 weeks)<br>Fall    | 3 Individual cases<br>2 family or couple's case.<br>4 psychological or psych-educational evaluations.<br>2 Cases consultations | 105<br>(507)                                    | 56                                 | 15                          | 20                    | 5                     | 201          |
| <b>Total</b>                             |  | <b>507</b>                                      | <b>178</b>                         | <b>258</b>                  | <b>181</b>            | <b>60</b>             | <b>1,184</b> |

Revised 01/15/2019 GS/GFRD

\* (If students have the required course)

## PROGRAM LENGTH AND RESIDENCY REQUIREMENTS

The Albizu Psy.D. program is designed to be completed in five years, including one year each for the completion of the doctoral dissertation and pre-doctoral internship. At least two of the three academic training years (or the equivalent thereof) must be at the San Juan Campus, or Mayagüez University Center, of Albizu University, and at least one of those must be undertaken in full-time residence at the San Juan Campus.

## STUDENT PERFORMANCE EVALUATION, FEEDBACK, AND ADVISEMENT

Each Psy.D. student receives a written evaluation once a year via the following two documents:

- A clinical progress reports.
- An academic progress reports.

Together, these documents provide information on all aspects of the student's performance.

The clinical progress report is personally handed to each student by his or her supervisor and is also sent to the student by email. The student must sign a document stating that the clinical progress report was received. The academic progress report is sent by email and by mail to each student. Copies of both reports are placed in the students' records at the Registrar's Office.

During each term, faculty and clinical supervisors provide ongoing feedback to students on their clinical competencies. All courses and clinical practices include formal mid-of-term and end-of-term written evaluations of competencies. If areas of difficulty are identified, faculty or supervisors document specific recommendations or remedial activities that should be accomplished during the next term. Students are encouraged to discuss academic problems as well as their end-of-term feedback with their faculty advisors and professional counselors.

Every student meets with his or her advisor to monitor academic and clinical progress and to prepare for the next term. The student is responsible for ensuring the timely completion of program requirements.

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documentation

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having completed a bachelor's degree in a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average (CGPA)** of 3.25 on a 4.0 scale. *Only a bachelor's degree CGPA will be used for purposes of qualifying for admission.* Applicants with degrees not related to psychology are required to complete 21 credits of pre-requisite psychology courses prior to being considered for admission to the program.
3. **Official transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate*



*work constitutes a falsification of the application, which will result in the loss of all credit earned and may result in dismissal.*

4. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official recommendation form:*

Spanish version:

<https://www.albizu.edu/wp-content/uploads/2020/06/CARTA-DE-RECOMENDACION-EN-ESPA%C3%91OL-SJU-Rev.2019.pdf>

English version:

[https://www.albizu.edu/wp-content/uploads/dlm\\_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf](https://www.albizu.edu/wp-content/uploads/dlm_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf)

5. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
6. An original **Health Certificate**, no more than one year old.
7. Proof of **Hepatitis-B vaccination**.
8. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
9. Results of an **interview with program faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the Psy.D. program faculty.
10. A **Statement of Purpose**, written at the time of the interview (for those candidates invited for an interview). The Statement of Purpose serves to verify the candidate's interest in the Psy.D. program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.
11. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <https://www.albizu.edu/international-students/>
12. **Any additional documents** that may be required by the Psy.D. program at a future date, as specified at the time of application to the program.

The program reserves the right to admit candidates with exceptional characteristics.

### **Admission Procedures**

1. Candidates must submit all required documents by the established deadline.
2. The Admissions Committee will prepare an initial evaluation for every applicant and will assign a preliminary score to each one based on the criteria and relative values established by the

Psy.D. program. Candidates who qualify will receive an invitation for an interview with program faculty.

3. Selected applicants will be informed of the place, time, and day of the interview.
4. The Admissions Committee will complete the evaluation process of each candidate who has been interviewed and assign a final score based on the criteria and relative values established by the program.
5. A letter of notification with the determination of the Admissions Committee will be sent to each applicant.

## IDENTITY VERIFICATION

All admitted students are required to present a current ID card for identity verification purposes.

## REQUIREMENTS FOR THE PSY.D. IN CLINICAL PSYCHOLOGY DEGREE

1. A cumulative grade point average (CGPA) of 3.25 or higher on a 4.00 scale.
2. No grade of "C" or lower in any core course.
3. No more than two grades of "C" in elective courses.
4. Completion of a minimum of three years of full-time residency in the program.
5. Satisfactory completion of 96 credits.
6. Satisfactory completion of at least 1,184 hours of practicum, conducted through Albizu practica PRAD-591, PRAD-592, PRAD-593, PRAD-594, PRAD-595, PRAD-596, and PRAD-597, with no more than one (1) NP, W, or AW in any practicum.
7. Satisfactory completion of the Clinical Examination (PSYD-605) with no more than two (2) NPs.
8. Satisfactory completion of the Specialty Examination (PSYD-705) with no more than two (2) NPs.
9. Satisfactory completion of all seminars, with no more than one (1) NP, W, or AW in any seminar.
10. Satisfactory completion of all course laboratories, with no more than one (1) NP, W, or AW in any laboratory.
11. Satisfactory completion and approval of a doctoral dissertation, with no more than one (1) NP in the dissertation, whether consecutive or not; for all dissertations, candidates must obtain written approval from the Research Training Program for having met the standards for research design prior to collecting data; for dissertations with human participants, candidates must obtain written approval from the Institutional Review Board for ethical practice in research involving human subjects prior to collecting data (please see the *Dissertation Manual and IRB Procedures Manual*).
12. Satisfactory completion of a 2,000-hour pre-doctoral internship in clinical psychology on a full-time basis (40 hours per week) during a one-year period or part-time (20 hours per week) during a two-year period in a facility approved by the program.
13. Fulfillment of all institutional obligations.

14. Good standing in the program, i.e., no disciplinary action pending or academic or practicum probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again.
15. Recommendation from the program faculty for the doctoral degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*.

## EDUCATION/TRAINING OUTCOMES AND INFORMATION

Please note that the American Psychological Association (APA) requires the information that follows to be updated every year. For the most recent update, please refer to the Psy.D. in Clinical Psychology section of the Albizu website: <https://www.albizu.edu/download/outcome-data-psyd-Mayagüez/>

Standards of Accreditation for Health Service Psychology (SoA) requires that doctoral graduate programs provide potential students, current students, and the public with accurate information on the program and on program expectations (Public Disclosure). This information is meant to describe the program accurately and completely, include education and training outcomes, and be presented in a manner that allows applicants to make informed and comparative decisions about entering the program.

The APA's Committee on Accreditation believes that, as of January 1, 2011, all doctoral programs should therefore minimally provide the following information regarding education and training outcomes and accurate program descriptions to potential students in its public documents including its website, if it has one; time to program completion; costs (tuition and fees); internship acceptance rates; fellowships and other funding available, and student attrition rates.

In compliance with the regulations and in conformity with the guidelines and principles, the Psy.D. in Clinical Psychology program of Albizu University, Mayagüez University Center, presents full-disclosure data on education/training outcomes.

### Time to Completion for all students entering the program:

| Outcome   | Year in which Degrees were Conferred |          |          |          | 2022     |          | 2023     |          |
|---|--------------------------------------|----------|----------|----------|----------|----------|----------|----------|
|   | 2020                                 |          | 2021     |          | 2022     |          | 2023     |          |
| Total number of students with doctoral degree conferred on transcript | 7                                    |          | 15       |          | 8        |          | 17       |          |
| Mean number of years to complete the program                          | 5                                    |          | 5.4      |          | 5.75     |          | 6.23     |          |
| Median number of years to complete the program                        | 5                                    |          | 5        |          | 6        |          | 6        |          |
| <b>Time to Degree Ranges</b>  | <b>N</b>                             | <b>%</b> | <b>N</b> | <b>%</b> | <b>N</b> | <b>%</b> | <b>N</b> | <b>%</b> |
| Students in less than 5 years   | 0                                    | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Students in 5 years   | 7                                    | 100      | 9        | 60       | 3        | 37.5     | 6        | 35       |
| Students in 6 years   | 0                                    | 0        | 6        | 40       | 4        | 50       | 3        | 18       |
| Students in 7 years   | 0                                    | 0        | 0        | 0        | 1        | 12.5     | 6        | 35       |
| Students in more than 7 years   | 0                                    | 0        | 0        | 0        | 0        | 0        | 2        | 12       |

Also, please describe or provide a link to program admissions policies that allow students to enter with credit for prior graduate work, and the expected implications for time to completion. Please indicate NA if not applicable: N/A

## Program Costs

| Description  | 1 <sup>st</sup> Year First Enrollment 2023-2024 Cost (\$) |
|--|---|
| Tuition for full-time students (in-state)  | 12,429.00   |
| Tuition for full-time students (out-of-state)  | 12,429.00   |
| Tuition per credit hour for part-time students ( <i>if applicable enter amount, if not applicable enter "NA"</i> ) | 311   |
| University/institution fees or costs   | 2,235   |
| Additional estimated fees or costs to students (e.g., books, travel, etc.)   | 3,200.00  |

## Internship Placement-Table 1

| Outcome   | Year Applied for Internship |     |           |     |           |     | 2022-2023 |     | 2023-2024 |     |
|---|-----------------------------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
|   | 2019-2020                   |     | 2020-2021 |     | 2021-2022 |     |           |     |           |     |
|   | N                           | %   | N         | %   | N         | %   |           |     |           |     |
| Students who obtained APA/CPA-accredited internships  | 0                           | -   | 0         | -   | 0         | -   | 0         | -   | 0         | -   |
| Students who obtained APPIC member internships that were not APA/CPA-accredited ( <i>if applicable</i> )                                | 8                           | 67  | 12        | 75  | 5         | 29  | 8         | 89  | 7         | 54  |
| Students who obtained other membership organization internships (e.g., CAPIC) that were not APA/CPA-accredited ( <i>if applicable</i> ) | 0                           | -   | 0         | -   | 0         | -   | 0         | -   | 0         | -   |
| Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited ( <i>if applicable</i> )              | 0                           | -   | 0         | -   | 0         | -   | 0         | -   | 0         | -   |
| Students who obtained other internships that were not APA/CPA-accredited ( <i>if applicable</i> )                                       | 4                           | 33  | 4         | 25  | 12        | 71  | 1         | 11  | 6         | 46  |
| Students who obtained any internship  | 12                          | 100 | 16        | 100 | 17        | 100 | 9         | 100 | 13        | 100 |
| Students who sought or applied for internships including those who withdrew from the application process                                | 12                          | -   | 16        | -   | 17        | -   | 9         | -   | 13        | -   |

## Internship Placement - Table 2

| Outcome  | Year Applied for Internship |     |           |      |           |    | 2022-2023 |     | 2023-2024 |     |
|--|-----------------------------|-----|-----------|------|-----------|----|-----------|-----|-----------|-----|
|  | 2019-2020                   |     | 2020-2021 |      | 2021-2022 |    |           |     |           |     |
|  | N                           | %   | N         | %    | N         | %  |           |     |           |     |
| Students who sought or applied for internships including those who withdrew from the application process | 12                          | -   | 16        | -    | 17        | -  | 9         | -   | 13        | -   |
| Students who obtained paid internships   | 12                          | 100 | 14        | 87.5 | 16        | 94 | 9         | 100 | 13        | 100 |
| Students who obtained half-time internships* ( <i>if applicable</i> )                                    | 0                           | -   | 0         | -    | 0         | -  | 0         | -   | 0         | -   |

\* Cell should only include students who applied for internship and are included in applied cell count from "Internship Placement - Table 1"

## Attrition

| Variable   | Year of First Enrollment |    |           |    |           |    |           |    |           |    |           |    |           |    |           |    |           |    |
|--|--------------------------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|
|  | 2015-2016                |    | 2016-2017 |    | 2017-2018 |    | 2018-2019 |    | 2019-2020 |    | 2020-2021 |    | 2021-2022 |    | 2022-2023 |    | 2023-2024 |    |
|  | N                        | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  |
| Students for whom this is the year of first enrollment (i.e., new students)        | 28                       | -  | 22        | -  | 18        | -  | 35        | -  | 23        | -  | 30        | -  | 23        | -  | 30        | -  | 25        | -  |
| Students whose doctoral degrees were conferred on their transcripts                | 16                       | 57 | 19        | 86 | 6         | 33 | 6         | 17 | -         | -  | -         | -  | -         | -  | -         | -  | -         | -  |
| Students still enrolled in program   | 1                        | 3  | 0         | 0  | 5         | 28 | 14        | 40 | 14        | 61 | 18        | 60 | 15        | 65 | 23        | 77 | 19        | 76 |
| Students no longer enrolled for any reason other than conferral of doctoral degree | 11                       | 39 | 3         | 14 | 7         | 39 | 15        | 43 | 9         | 39 | 12        | 40 | 8         | 35 | 7         | 23 | 6         | 24 |

## Licensure

| Outcome   | 2020-2023 |
|---|-----------|
| The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago       | 47        |
| The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years | 38        |
| Licensure percentage  | 81%       |

**PSY.D. IN CLINICAL PSYCHOLOGY  
CURRICULAR REQUIREMENTS**

*Please refer to the Tuition and Fees section of this catalog for the costs associated with credits, laboratories, and practicums.*

|  |            |
|--|------------|
| <b>AREA I. Foundation Courses</b> .....  | 24 credits |
| PSYF-500 Theories of Learning and Motivation .....   | 3 credits  |
| PSYF-505 Ethics and Professional Conduct .....   | 3 credits  |
| PSYF-661 Social Psychology with Emphasis on Puerto Rico .....                                      | 3 credits  |
| PSYF-628 Neuroscience Approach to Cognitive and Affective Aspects of Behavior .....                | 3 credits  |
| PSYF-540 Life Span Human Development.....  | 3 credits  |
| PSYF-568 Applied Inferential Statistics.....   | 3 credits  |
| PSYF-588 Theory of Tests and Test Construction.....  | 3 credits  |
| PSYF-612 History and Systems of Psychology .....   | 3 credits  |
| <b>AREA II. Concentration Courses</b> .....  | 54 credits |
| PSAC-603 Assessment of Intelligence .....  | 3 credits  |
| PSDL-603 Assessment of Intelligence (LAB) .....  | 0 credits  |
| PSAC-604 Assessment of Personality: Projective Techniques .....                                    | 3 credits  |
| PSDL-604 Assessment of Personality Projective Techniques (LAB).....                                | 0 credits  |
| PSYC-515 Comparative Theories of Personality and Psychotherapy.....                                | 3 credits  |
| PSYC-516 Techniques of Psychotherapy .....   | 3 credits  |
| PSYC-617 Advanced Techniques of Psychotherapy .....  | 3 credits  |
| PSDL-617 Advanced Techniques of Psychotherapy (LAB).....   | 0 credits  |
| PSYC-635 Cognitive Behavioral Therapies .....  | 3 credits  |
| PSYC-534 Psychopathology .....   | 3 credits  |
| PSYC-535 Advanced Psychopathology .....  | 3 credits  |
| PSYC-634 Cross Cultural Psychotherapies.....   | 3 credits  |
| PSYC-749 Psychopharmacology.....   | 3 credits  |
| PSYF-753 Family Theory and Systems .....   | 3 credits  |
| PSAC-681 Assessment of Personality: Objective Techniques.....                                      | 3 credits  |
| PSDL-681 Assessment of Personality: Objective Techniques (LAB) .....                               | 0 credits  |
| PSDC-711 Strategies and Techniques in Professional Consultation .....                              | 3 credits  |
| PSDC-713 The Teaching of Psychotherapy: Strategies and Techniques in<br>Clinical Supervision ..... | 3 credits  |
| PSDC-714 Design and Administration of Human Service Programs .....                                 | 3 credits  |
| PSDC-720 Design and Interpretation of Statistical Analysis .....                                   | 3 credits  |
| PSDC-740 Group Therapy .....   | 3 credits  |
| PSDC-761 Family Therapy I.....   | 3 credits  |
| PSDL-761 Family Therapy I (LAB) .....  | 0 credits  |
| <b>AREA III. Clinical Practicums</b>   |            |
| PRAD-591 through PRAD-597 (Practicums I-VII).....  | 0 credits  |
| PRAD-901 Optional Clinical Practicum .....   | 0 credits  |
| <b>AREA IV. Electives</b> .....  | 18 credits |
| <b>AREA V. Clinical Examination and Specialty Examination</b> .....                                | 0 credits  |
| <b>AREA VI. PSIN-890 Internship</b> .....  | 0 credits  |
| <b>AREA VII. DISS-870 Doctoral Dissertation</b> .....  | 0 credits  |
| <b>Total Academic Credits</b> .....  | 96 credits |
| <b>Total Clinical Practicum Credits (Practicums I-VI &amp; VII)</b> .....                          | 0 credits  |

**COURSES REQUIRED FOR A MASTER'S DEGREE DIPLOMA  
IN CLINICAL PSYCHOLOGY**

*Please refer to the Tuition and Fees section of this catalog for the costs associated with credits, laboratories, and practicums.*

|  |   |            |
|--|---|------------|
| PRAD-591   | Clinical Practicum I .....  | 0 credits  |
| PRAD-592   | Clinical Practicum II.....  | 0 credits  |
| PRAD-593   | Clinical Practicum III.....   | 0 credits  |
| PRAD-594   | Clinical Practicum IV.....  | 0 credits  |
| PSYF-500   | Theories of Learning and Motivation .....                               | 3 credits  |
| PSYF-505   | Ethics and Professional Conduct.....                                    | 3 credits  |
| PSYF-512   | History and Systems of Psychology.....                                  | 3 credits  |
| PSYF-540   | Life Span Human Development.....  | 3 credits  |
| PSYF-568   | Applied Inferential Statistics .....                                    | 3 credits  |
| PSYF-588   | Theory of Test and Test Construction .....                              | 3 credits  |
| PSYF-628   | Neuroscience Approach to Cognitive and Affective Aspects of Behavior .. | 3 credits  |
| PSYF-661   | Social Psychology with Emphasis on Puerto Rico .....                    | 3 credits  |
| PSYF-753   | Family Theory and Systems .....   | 3 credits  |
| PSYC-515   | Comparative Theories of Personality and Psychotherapy.....              | 3 credits  |
| PSYC-516   | Techniques of Psychotherapy.....  | 3 credits  |
| PSYC-534   | Psychopathology.....  | 3 credits  |
| PSYC-535   | Advanced Psychopathology.....   | 3 credits  |
| PSAC-603   | Assessment of Intelligence .....  | 3 credits  |
| PSDL-603   | Assessment of Intelligence (LAB).....                                   | 0 credits  |
| PSAC-604   | Assessment of Personality .....   | 3 credits  |
| PSDL-604   | Assessment of Personality Projective Techniques.....                    | 0 credits  |
| PSYC-617   | Advanced Techniques of Psychotherapy .....                              | 3 credits  |
| PSDL-617   | Advanced Techniques of Psychotherapy (LAB).....                         | 0 credits  |
| PSYC-635   | Cognitive Behavioral Therapies .....                                    | 3 credits  |
| PSYC-634   | Cross Cultural Psychotherapies.....                                     | 3 credits  |
| PSYC-749   | Psychopharmacology .....  | 3 credits  |
| PSYD-605   | Clinical Examination .....  | 0 credits  |
| Total Academic Credits.....                            |   | 57 credits |
| Total Practicum Units: PRAD-591, -592, -593, -594..... |   | 16 credits |

**PSY.D. IN CLINICAL PSYCHOLOGY  
CURRICULAR SEQUENCE**

| <b>FALL FIRST YEAR</b> |   |                      |                |
|------------------------|---|----------------------|----------------|
| <b>Code</b>            | <b>Course Title</b>                                   | <b>Prerequisites</b> | <b>Credits</b> |
| PSYF-505               | Ethics and Professional Conduct*                      | None                 | 3              |
| PSYC-515               | Comparative Theories of Personality and Psychotherapy | None                 | 3              |
| PSYC-534               | Psychopathology                                       | None                 | 3              |
| PSYF-568               | Applied Inferential Statistics*                       | None                 | 3              |
| PRAD-591               | Clinical Practicum I                                  | None                 | 0              |
| SEMM-540               | Self-Care/Graduate Studies                            | None                 | 0              |

| <b>SPRING FIRST YEAR</b> |                                      |  |                |
|--------------------------|--------------------------------------|--|----------------|
| <b>Code</b>              | <b>Course Title</b>                  | <b>Prerequisites</b>                   | <b>Credits</b> |
| PSYF-500                 | Theories of Learning and Motivation* | None                                   | 3              |
| PSYC-516                 | Techniques of Psychotherapy          | PSYC-515, PSYC-534, PSYF-505           | 3              |
| PSYC-535                 | Advanced Psychopathology*            | PSYC-515, PSYC-534, PSYF-505           | 3              |
| PSYF-588                 | Theory of Test and Test Construction | PSYF-568                               | 3              |
| PRAD-592A                | Clinical Practicum II A              | PSYC-515, PSYC-534, PSYF-505, PRAD-591 | 0              |
| SEMM-545                 | Writing and Oral Communication       | None                                   | 0              |

| <b>SUMMER FIRST YEAR</b> |   |   |                |
|--------------------------|---|---|----------------|
| <b>Code</b>              | <b>Course Title</b>   | <b>Prerequisites</b>                              | <b>Credits</b> |
| PSYF-540                 | Life Span Human Development*  | None  | 3              |
| PSYF-628                 | Neuroscience Approach to Cognitive and Affective Aspects of Behavior* | None  | 3              |
| PSYC-635                 | Cognitive Behavioral Therapies  | PSYF-500  | 3              |
| PRAD-592B                | Clinical Practicum II B   | PSYC-515, PSYC-534, PSYF-505, PRAD-591, PRAD-592A | 0              |
| SEMM-531                 | APA Writing Style   |   | 0              |

| <b>FALL SECOND YEAR</b> |  |  |                |
|-------------------------|--|--|----------------|
| <b>Code</b>             | <b>Course Title</b>                        | <b>Prerequisites</b>                     | <b>Credits</b> |
| PSAC-603                | Assessment of Intelligence*                | PSYF-540, PSYC-535, PSYF-588             | 3              |
| PSDL-603                | Assessment of Intelligence (LAB)*          | PSYF-540, PSYC-535, PSYF-588             | 0              |
| PSYC-617                | Advanced Techniques of Psychotherapy*      | PSYC-516, PSYC-535                       | 3              |
| PSDL-617                | Advanced Techniques of Psychotherapy (LAB) | PSYC-516, PSYC-535                       | 0              |
| PRAD-593                | Clinical Practicum III                     | PSYC-535, PSYC-516, PRAD-592A, PRAD-592B | 0              |



| SPRING SECOND YEAR |   |  |         |
|--------------------|---|--|---------|
| Code               | Course Title  | Prerequisites                                    | Credits |
| PSAC-604           | Assessment of Personality I: Projective Techniques*       | PSAC-603, PSDL-603, PSYC-516, PSYC-535, PSYF-588 | 3       |
| PSDL-604           | Assessment of Personality I: Projective Techniques (LAB)* | PSAC-603, PSDL-603, PSYC-516, PSYC-535, PSYF-588 | 0       |

| SPRING SECOND YEAR (CONT.) |   |  |         |
|----------------------------|---|--|---------|
| Code                       | Course Title                                    | Prerequisites  | Credits |
| PSYF-661                   | Social Psychology with Emphasis on Puerto Rico* | None   | 3       |
| PSDC-740                   | Group Therapy**                                 | PSYC-617, PSDL-617   | 3       |
| PRAD-594A                  | Clinical Practicum IV A                         | PSAC-603, PSDL-603, PSYC-626, PRAD-593, PSYC-617, PSDL-617 | 0       |

| SUMMER SECOND YEAR |                                   |  |         |
|--------------------|-----------------------------------|--|---------|
| Code               | Course Title                      | Prerequisites  | Credits |
| PSYF-753           | Theory and Family Systems         | PSYC-516, PSYC-535   | 3       |
| PSYC-749           | Psychopharmacology                | PSYF-628   | 3       |
| PSYF-612           | History and Systems of Psychology | None   | 3       |
| PRAD-594B          | Clinical Practicum IV B           | PSAC-603, PSDL-603, PSYC-626, PRAD-593, PRAD-594-A, PSYC-617, PSDL-617 | 0       |

| FALL THIRD YEAR |   |  |         |
|-----------------|---|--|---------|
| Code            | Course Title  | Prerequisites  | Credits |
| PSAC-681        | Assessment of Personality II: Objective Techniques*       | PSYF-588, PSAC-604, PSDL-604   | 3       |
| PSDL-681        | Assessment of Personality II: Objective Techniques (LAB)* | PSYF-588, PSAC-604, PSDL-604   | 0       |
| PSDC-761        | Family Therapy**  | PSYF-753, PSYC-617, PSDL-617   | 3       |
| PSDL-761        | Family Therapy (LAB)                                      | PSYF-753, PSYC-617, PSDL-617   | 0       |
| PRAD-595        | Clinical Practicum V**                                    | PSAC-604, PSDL-604, PSYF-753, PSYC-617, PSDL-617, PRAD-594A, PRAD-594B | 0       |

| SPRING THIRD YEAR |  |   |         |
|-------------------|--|---|---------|
| Code              | Course Title   | Prerequisites   | Credits |
| PSDC-713          | Strategies and Techniques in Clinical Supervision**      | PRAD-595  | 3       |
| PSYC-634          | Cross-Cultural Psychotherapies                           | PSYC-617, PSDL-617, PSYC-535, PSAC-781, PSDL-781, PSDC-761, PSDL-761        | 3       |
| PSDC-720          | Design and Interpretation of Statistical Analysis        | PSYF-568  | 3       |
| PSDC-711          | Strategies and Techniques of Professional Consultation** | PSYC-617, PSDL-617, PSYC-535  | 3       |
| PRAD-596A         | Clinical Practicum VI A                                  | PSAC-781, PSDL-781, PRAD-595, PSYC-617, PSDL-617, PSDC-761, PSDL-761        | 0       |
| PSYD-605          | Clinical Examination                                     | PRAD-595, PSAC-681, PSDL-681, PSYF-661, PSYF-628, PSYF-505, PSYC-515, PSYC- | 0       |

|  |  |   |  |
|--|--|---|--|
|  |  | 534, PSYF-568, PSYC-500, PSYC-516, PSYC-535, PSYF-588, PSYF-540, PSYC-617, PSDL-617 |  |
|--|--|---|--|

| SUMMER THIRD YEAR |  |   |         |
|-------------------|--|---|---------|
| Code              | Course Title   | Prerequisites   | Credits |
| PSDC-714          | Design and Administration of Human Services Programs** | None  | 3       |
|                   | Elective Course #1                                     |   | 3       |
|                   | Elective Course #2                                     |   | 3       |
| PRAD-596B         | Clinical Practicum VI B                                | PSAC-781, PSDL-781, PRAD-595, PRAD-596A, PSYC-617, PSDL-617, PSDC-761, PSDL-761 | 0       |

| FALL FOURTH YEAR |                        |  |         |
|------------------|------------------------|--|---------|
| Code             | Course Title           | Prerequisites  | Credits |
|                  | Elective Course #3     |  | 3       |
|                  | Elective Course #4     |  | 3       |
| DISS-870         | Dissertation           | PRAD-596, PSDC-711, PSDC-713, PSDC-714, PSDC-720, PSYD-634, PSYC-749             | 0       |
| PRAD-597         | Clinical Practicum VII | PRAD-596A, PRAD-596B, PSDC-720, PSYD-634, PSYC-749, PSDC-711, PSDC-713, PSDC-714 | 0       |
| PSYD-705         | Specialty Examination  | PSYD-605, PRAD-595, PSDC-761, PSYCL-761, PSDC-714, PSDC-711, PSDC-713, PSDC-740  | 0       |

| SPRING FOURTH YEAR |                               |  |         |
|--------------------|-------------------------------|--|---------|
| Code               | Course Title                  | Prerequisites  | Credits |
|                    | Elective Course #5            |  | 3       |
| DISS-870           | Dissertation                  | PRAD-596, PSDC-711, PSDC-713, PSDC-714, PSDC-720, PSYD-634, PSYC-749 | 0       |
| PRAD-901A          | Optional Clinical Practicum A | PRAD-597, PSDC-720, PSYD-634, PSYC-749, PSDC-711, PSDC-713, PSDC-714 | 0       |

| SUMMER FOURTH YEAR |                               |   |         |
|--------------------|-------------------------------|---|---------|
| Code               | Course Title                  | Prerequisites   | Credits |
|                    | Elective Course #6            |   | 3       |
| DISS-870           | Dissertation                  | PRAD-596, PSDC-711, PSDC-713, PSDC-714, PSDC-720, PSYD-634, PSYC-749            | 0       |
| PRAD-901B          | Optional Clinical Practicum B | PRAD-597, PRAD-901A, PSDC-720, PSYD-634, PSYC-749, PSDC-711, PSDC-713, PSDC-714 | 0       |

| FALL FIFTH YEAR |              |                       |         |
|-----------------|--------------|-----------------------|---------|
| Code            | Course Title | Prerequisites         | Credits |
| PSIN-890        | Internship   | All courses, PSYD-705 | 0       |

| SPRING FIFTH YEAR |              |                       |         |
|-------------------|--------------|-----------------------|---------|
| Code              | Course Title | Prerequisites         | Credits |
| PSIN-890          | Internship   | All courses, PSYD-705 | 0       |

| SUMMER FIFTH YEAR |              |                       |         |
|-------------------|--------------|-----------------------|---------|
| Code              | Course Title | Prerequisites         | Credits |
| PSIN-890          | Internship   | All courses, PSYD-705 | 0       |

\* Prerequisites for the Clinical Examination

\*\* Prerequisites for the Specialty Examination

### PSY.D IN CLINICAL PSYCHOLOGY COURSE DESCRIPTIONS

#### **DISS-870 DISSERTATION (0 credits)**

**PREREQUISITE:** Pass doctoral-level examinations

Students are required to enroll in this course while they are actively working on their dissertations.

#### **PRAD-591, 592, 593, 594, 595, 596 & 597 CLINICAL PRACTICUMS (0 credits)**

**PREREQUISITES:** See below

Students are required to enroll in this course sequence while they are actively engaged in clinical practicum experiences. Students are exposed to a variety of clinical populations and settings. Please see the specific details for each practicum below.

#### **PRAD-591 CLINICAL PRACTICUM I (0 credits)**

**PREREQUISITES:** None

Offered only in the Fall term.

#### **PRAD-592 CLINICAL PRACTICUM II (0 credits)**

**PREREQUISITES:** PSYF-505, PSYC-515, PSYC-534, PRAD-591

Offered only in the Spring term.

#### **PRAD-593 CLINICAL PRACTICUM III (0 credits)**

**PREREQUISITES:** PRAD-592, PSYC-535, PSYC-516

This practicum provides students with basic training and clinical experience focused on initial interview, mental status, psychosocial history, diagnosis, conceptualization, treatment plan, and intervention skills. Students will begin to integrate knowledge and skills, incorporating different models and strategies with an emphasis on evidence-based interventions, taking into consideration the Latino/Hispanic culture. Students will provide direct services to assigned clients in the Albizu University Clinic or at outside placements.

#### **PRAD-594 CLINICAL PRACTICUM IV (0 credits)**

**PREREQUISITES:** PRAD-593, PSYC-603, PSDL-603, PSYC 635, PSYC-617, PSDL-617

This practicum continues training students in clinical competencies focused on conceptualization, diagnostic formulation, intervention, and treatment planning skills. Students will continue integrating scientific knowledge and clinical practice, incorporating theoretical models and strategies including behavioral, cognitive behavioral, social, interpersonal, and integrative therapies. Special emphasis is placed on evidenced-based models applied to Latino/Hispanic culture. Students will also practice assessment and evaluation skills through the administration, correction, interpretation, and integration, in a professional psychological report, of normative intelligence, perceptual, and adaptive tests results. Students will provide direct services to assigned clients in the Albizu University Clinic or at outside placements.

#### **PRAD-595 CLINICAL PRACTICUM V (0 credits)**

**PREREQUISITES:** PRAD-594, PSAC-604, PSDL-604, PSYF-753, PSYC-617, PSDL-617

Through this practicum, the student will refine and integrate the assessment and therapeutic skills developed during the previous clinical practices, focusing on conceptualization, diagnostic formulation, intervention, and treatment planning skills. Students will employ advanced integration of scientific knowledge and clinical practice, incorporating theoretical models and strategies including behavioral, cognitive behavioral, social, interpersonal, and integrative therapies. Students will also employ models, skills, and strategies for individual and family therapy. Special emphasis is placed on evidenced-based models applied to Latino/Hispanic culture. Students will also practice assessment and evaluation skills through the administration, correction, interpretation, and integration, in a professional psychological report, of normative intelligence, perceptual, and adaptive tests results. Students will provide direct services to assigned clients in the Albizu University Clinic or at outside placements.

**PRAD-596 CLINICAL PRACTICUM VI (0 credits)**

**PREREQUISITES:** PRAD-595, PSAC-781, PSDL-781, PSYC-617, PSDL-617, PSDC-761, PSDL-761

Through this practicum, students will master and integrate the assessment and therapeutic skills developed during the previous five clinical practices through a range of activities like those undertaken in Clinical Practicum V.

**PRAD-597 CLINICAL PRACTICUM VII (0 credits)**

**PREREQUISITES:** PRAD-596, PSDC-720, PSYD-634, PSYC-749, PSDC-711, PSDC-713, PSDC-714

Through this practicum, students will master and integrate the assessment and therapeutic skills developed during the previous six clinical practices, through a range of activities like those undertaken in Clinical Practicum VI and with the addition of training in couples and group therapy and professional consultation.

**PRAD-901 OPTIONAL CLINICAL PRACTICUM (0 credits)**

**PREREQUISITES:** PRAD-597, PSDC-720, PSYD-634, PSYC-749, PSDC-711, PSDC-713, PSDC-714

This course is an advanced clinical practicum for students who wish to acquire additional clinical skills and face-to-face hours.

**PSAC-603 ASSESSMENT OF INTELLIGENCE (3 credits)**

**PREREQUISITES:** PSYF-540, PSYC-535, PSYF-588

This course provides a critical analysis of the major theories of cognitive and intelligence development and their application to the measurement of intelligence. Genetic, developmental, and environmental factors impacting intellectual abilities are also analyzed. Students are expected to develop skills in the administration and clinical interpretation of the Wechsler Intelligence Scales for children and adults and the Raven, Beery, Bender Gestalt, and Vineland Adaptive Behavior Scales. Cultural sensitivity to the Puerto Rican population and other ethnic minorities will be considered. Advanced integrative knowledge of biological and cognitive aspects of behavior is included as a specific content area. Research, professional, and ethical issues related to measurement and testing will be reviewed. Students must also attend a laboratory session (PSDL-603) for two-and-a-half hours weekly to practice the necessary skills to administer, interpret, and prepare professional psychological reports.

**PSAC-604 ASSESSMENT OF PERSONALITY I: PROJECTIVE TECHNIQUES (3 credits)**

**PREREQUISITES:** PSAC-603, PSDL-603, PSYC-516, PSYC-535, PSYF-588

This course provides students with a theoretical and practical knowledge of the personality assessment process. The course is based on the study of projection and client responses to personality tests, especially on the Rorschach. Students are trained in the administration, scoring, and interpretation of the Rorschach test as a measure of personality dynamics. The course emphasizes the Exner Comprehensive System, given the high degree of skill needed from the evaluator in the proper use of the test.

**PSAC-681 ASSESSMENT OF PERSONALITY II: OBJECTIVE TECHNIQUES (3 credits)**

**PREREQUISITES:** PSYF-588, PSAC-604, PSDL-604

The administration, correction, and interpretation of objective tests of the personality such as the Multiphase Inventory of the Personality of Minnesota (MMPI), the MMPI-2, and the Inventory of Depression of Beck will be discussed. The tests of vocational interests will also be discussed. Critical analysis will be conducted on the construction, validation, and normalization of these tests as they relate to administration and clinical interpretation and the applicability to the Puerto Rican population and other minority groups. The course requires practice in a supervised laboratory session.

**PSDC-711 STRATEGIES AND TECHNIQUES IN PROFESSIONAL CONSULTATION (3 credits)**

**PREREQUISITES:** PSYC-617, PSDL-617, PSYC-535

The course addresses the basic principles and fundamental theories and intervention models of professional psychological consultation. Emphasis is given to the different stages of the consultation process. The roles and functions of the consultant within different contexts such as schools, the family, and private industry are discussed. The purpose of the course is to acquaint students with the basic areas and goals of the professional consultation process and to provide the opportunity to apply the acquired knowledge to actual situations requiring the assistance of a consulting psychologist. Ethical controversies are also discussed.

**PSDC-713 THE TEACHING OF PSYCHOTHERAPY: STRATEGIES AND TECHNIQUES IN CLINICAL SUPERVISION (3 credits)**

**PREREQUISITES:** PSYC-617, PSYC-535, PSDC-761

This course offers reading and discussion related to theory and practice in the supervision of psychotherapists.

**PSDC-714 DESIGN AND ADMINISTRATION OF HUMAN SERVICES PROGRAMS (3 credits)**

**PREREQUISITES:** None

This course orients students to the possible roles that a psychologist can play in the design and administration of human services programs. Historical framework, structural aspects, human processes, public policies, and program procedures are discussed. Emphasis will be given to program planning, implementation, and evaluation. The norms of the Joint Commission on Accreditation of Health Care Organizations are reviewed. The content exposes students to the complexities of the Puerto Rican socio-political environment, its relation to individual and collective mental health, and its impact on administrative processes in the field of mental health.

**PSDC-720 DESIGN AND INTERPRETATION OF STATISTICAL ANALYSIS (3 credits)**

**PREREQUISITE:** PSYF-568

This course familiarizes students with scientific research and with the statistical techniques available to analyze information. Emphasis will be given to the process of scientific investigation and its application to experimental and correlational studies within the area of psychology. Although descriptive, correlational, and inferential statistical methods are discussed, the emphasis will be on the interpretation of results rather than the development of calculation skills. Students will become capable of discriminating among the various statistical methods and their application to different research designs.

**PSDC-740 GROUP THERAPY (3 credits)**

**PREREQUISITES:** PSYC-617, PSDL-617

This course aids students in developing and strengthening basic skills of group therapy. Attention will be given to the group as a unit of therapy, to the roles and functions of the group therapist, and to the effectiveness of the different modalities of group therapy. Group therapy is a means of facilitating the analysis of the reality in which its members live. Additionally, it allows participants to evaluate relationships with others and to develop skills for the formulation of goals. The course trains students to develop skills for managing individuals in group therapy and for producing changes in individual and group functioning. Individual changes within group therapy will be analyzed. In addition, the course emphasizes a group member's identification of his/her limitations and quality of interpersonal relations. The therapist is a facilitator of the group process, serving as a therapeutic resource.

**PSDC-761 FAMILY THERAPY I (3 credits)**

**PREREQUISITES:** PSYF-753, PSYC-617, PSDL-617

This course provides students with an advanced view of the historical, philosophical, and theoretical principles of the family as a socio-psychological system, including context, classic schools, recent developments, and evaluation of family therapy. Content will emphasize the interventions and techniques presented in each of the discussed theoretical models. Identification of family structures and communication patterns and formulation of treatment goals will be included. Students must attend a weekly laboratory session (PSDL-761).

**PSDL-603 ASSESSMENT OF INTELLIGENCE LABORATORY (0 credits)**

**PREREQUISITES:** PSYF-540, PSYF-535, PSYF-588

In this required course, students acquire skills in the actual administration, scoring, clinical interpretation, and report writing of standardized intelligence, visual motor coordination, and adaptive behavior tests. The tests that will be studied include the Wechsler Intelligence Scales (preschoolers, children, and adults), the Colored and Standard Progressive Matrices, as well as other tests of visual-motor coordination (Beery Buktenica and Bender Gestalt II).

**PSDL-604 ASSESSMENT OF PERSONALITY I: PROJECTIVE TECHNIQUES LABORATORY (0 credits)**

**PREREQUISITES:** PSAC-603, PSDL-603, PSYC-516, PSYC-535, PSYF-588

This laboratory provides students with practical knowledge of the personality assessment process. Students are trained in the administration and scoring of the Rorschach test as a measure of personality dynamics. The laboratory emphasizes Exner's Comprehensive System (2000), given the high degree of skill needed from the evaluator in the proper use of the test.

**PSDL-617 ADVANCED TECHNIQUES OF PSYCHOTHERAPY LABORATORY (0 credits)**

**PREREQUISITES:** PSYC-516, PSYC-535

This laboratory further advances the development and understanding of diverse psychotherapeutic skills in students. Students will apply the knowledge acquired in PSYC-517 (Techniques of Psychotherapy) and PSYC-617 (Advanced Techniques of Psychotherapy), using role-playing and discussion of psychotherapy sessions that illustrate the application of various evidence-based models of psychotherapy and techniques in the treatment of different populations and mental health conditions. We will emphasize the application of techniques from recent models of psychotherapy such as narrative psychotherapy, solution-focused therapy, acceptance commitment therapy, schema therapy, dialectical behavior therapy, parent-child interaction therapy, among others, as well as integrative approaches.

**PSDL-681 ASSESSMENT OF PERSONALITY II: OBJECTIVE TECHNIQUES LABORATORY (0 credits)**

**PREREQUISITES:** PSYF-588, PSAC-604, PSDL-604

The laboratory prepares students to administer, score, and interpret objective tests and to integrate the results of a full battery of tests. The course is considered essential in the professional formation of students. Report writing of a full battery of tests that includes objective tests is a basic skill that clinical psychologists should develop and master. The course provides a framework for establishing interpretative priorities and for incorporating hypotheses into an internally consistent psychological report.

**PSDL-761 FAMILY THERAPY I LABORATORY (0 credits)**

**PREREQUISITES:** PSDC-740, PSYC-617

This laboratory provides an opportunity for students to systematically develop clinical skills by exposing them to role-plays of family interventions. This allows for increased competency in family interventions and fosters the development of individual therapeutic styles in consonance with cultural patterns in Puerto Rico. This laboratory is to be taken concurrently with the related course on Family Therapy since it involves the practical application of theory along with the practice of family therapy.

**PSIN-890 INTERNSHIP (0 credits)**

**PREREQUISITE:** All courses, practicums, and seminars, except dissertation, must be approved prior to enrollment in this course

The Psychology Internship Program provides a diverse range of clinical training activities and experiences to predoctoral psychology students. Completion of the internship requires a minimum of 2,000 hours of supervised clinical experience.

**PSYC-515 COMPARATIVE THEORIES OF PERSONALITY AND PSYCHOTHERAPY (3 credits)**

**PREREQUISITES:** None

This course includes a critical analysis of the principal theoretical positions in the field of personality and their application to psychotherapy. Analysis of personality constructs from different perspectives will be discussed. Emphasis on the basic approaches to personality in the areas of research and diversity will be discussed.

**PSYC-516 TECHNIQUES OF PSYCHOTHERAPY (3 credits)**

**PREREQUISITES:** PSYC-515, PSYC-534, PSYF-505

This course establishes a basis for the understanding of key psychotherapy theories and modalities. The key concepts, principles, and theoretical models of psychotherapy, as well as their origins and evolutions,

will be considered. The main strategies and techniques of current psychotherapeutic approaches will be discussed. The course is designed to explain different styles and theories of a diverse array of psychotherapies and to stimulate critical thinking. Emphasis will be given to research and empirical validation of the different psychotherapeutic approaches and techniques. Clinical intervention with Hispanic clients will be stressed.

**PSYC-534 PSYCHOPATHOLOGY I (3 credits)**

**PREREQUISITES:** None

This course aids students to become proficient in the understanding and application of psychopathology concepts considering the current version of the *Diagnostic and Statistical Manual of Mental Disorders*. Students will be exposed to dysfunctional behavior classification using the diagnostic system. Content includes the development of a critical integral view of the *DSM* system, utility, and credibility in terms of clinical, research, and educational purposes. Also, students will be exposed to the analysis of conceptual issues related to cross-cultural differences in psychopathology and psychiatric diagnoses. Finally, students will develop knowledge, understanding, and applicability of psychopathology theories relevant to clinical psychology practice.

**PSYC-535 ADVANCED PSYCHOPATHOLOGY (3 credits)**

**PREREQUISITES:** PSYC-515, PSYC-534

This course develops the skills necessary to master and apply psychopathology concepts considering the current *Diagnostic and Statistical Manual of Mental Disorders*. Students are exposed to the most important aspects of the classification of dysfunctional behavior according to the diagnosis system. The course develops in students an integrative view of clinical theory and its convergent and divergent points in the interpretation of the current *DSM*. Students develop knowledge, understanding, and applicability of clinical theories of psychopathology necessary for the practice of clinical psychology, as well as becoming acquainted with current research in the area.

**PSYC-617 ADVANCED TECHNIQUES OF PSYCHOTHERAPY (3 credits)**

**PREREQUISITES:** PSYC-516, PSYC-535

This course advances the knowledge base and therapeutic skills of students in evidence-based psychotherapy. The application and integration of therapeutic models in the management of clinical cases will be emphasized. Students will also be exposed to the empirical and scientific bases of the psychotherapy process. We will discuss critical issues regarding the effectiveness and efficacy of different types of psychotherapy.

**PSYC-634 CROSS-CULTURAL PSYCHOTHERAPY: MULTICULTURAL AND INDIVIDUAL DIVERSITY (3 credits)**

**PREREQUISITES:** PSYC-634, PSYC-617, PSDL-617, PSYC-535, PSDC-740, PSDC-761, PSDL-761

This course examines the theoretical aspects and skills required by psychologists to strengthen their awareness, knowledge, and skills to conduct clinical assessments, diagnoses, and treatment interventions with multicultural, cross-cultural, and diverse individuals and groups. Recognizing the importance of preparing students to work effectively with individuals and groups with backgrounds and worldviews different from their own, the course provides opportunities for students to develop and increase their repertoires of clinical and psychotherapeutic interventions. Students will also study the impact disparity plays in the quality and quantity of mental health care experienced by multicultural, cross-cultural, and diverse individuals and groups. This will include exploration of the dimensions of culture, ethnicity, lifestyle, religion/spirituality, gender, age, disability, and sexual orientation; identity development; and the effects of class and socioeconomic status and oppression on individuals and groups, thus increasing student knowledge and understanding of the structural, cultural, personal, and interpersonal factors that contribute to disparity in mental health services. Finally, the course will address these fundamental dimensions to increasing the knowledge, cultural sensitivity, and competence required to provide effective mental health services to the before-mentioned populations.

**PSYC-635 COGNITIVE BEHAVIORAL THERAPIES (3 credits)**

**PREREQUISITE:** PSYF-500

This course examines the theories and applications of cognitive behavioral treatments for a wide array of psychological disorders and evaluates the empirical evidence for their utility. The course is intended to provide a comprehensive examination of the current state of cognitive behavioral therapies. The integration of theory and practice in the application of cognitive behavioral techniques will be emphasized. Students

are helped to develop skills in implementing scientifically grounded strategies for changing dysfunctional human responses. The course assumes that the student already has basic skills for developing cognitive behavioral case conceptualizations. Emphasis will be placed on critical issues regarding the effectiveness and efficacy of the different types of evidence-based therapeutic techniques. Ethical principles and dilemmas related to behavioral change and control will also be discussed.

**PSYC-749 PSYCHOPHARMACOLOGY (3 credits)**

**PREREQUISITE:** PSYF-628

In this course, students examine the fundamental concepts, theoretical and clinical aspects, therapeutic foundations, and recent investigations of psychopharmacology. The following areas will be studied: Biochemical psychoactive drug mechanisms:

1. Pharmacology principles
2. Clinical psychoactive drug utilization
3. Therapeutic doses and crossed interaction
4. Toxicity and drug contraindications more commonly used

The implications of the biopsychosocial model in prevention, treatment, and drug abuse will be emphasized. Emphasis will also be given to understanding and recognizing psychotherapeutic doses that may be appropriate to managing patient psychopathologies.

**PSYF-500 THEORIES OF LEARNING AND MOTIVATION (3 credits)**

**PREREQUISITES:** None

This required core course presents contemporary and classical theories of learning and motivation. Relevant research in this area of study will be discussed. The implications of studies in the field of learning and motivation for psychological interventions will be stressed.

**PSYF-505 ETHICS AND PROFESSIONAL CONDUCT (3 credits)**

**PREREQUISITES:** None

This course introduces topics related to ethical issues, legal issues, and professional conduct in the practice of psychology. Topics to be addressed include analysis of value conflicts, including those that may reflect different cultural orientations; decision-making; maintenance of high professional standards; confidentiality; and standards for human research. Legal aspects, such as license requirements and risks for malpractice suits, will also be discussed.

**PSYF-540 LIFE SPAN HUMAN DEVELOPMENT (3 credits)**

**PREREQUISITES:** None

This course reviews theory and research related to human growth and development through the life cycle. Students will study the biological, genetic, historical, socio-cultural, economic, and psychological foundations of human development. Emphasis will be given to biological, social, emotional, and intellectual factors of normative development. Puerto Rican cultural factors in childrearing and development will be discussed. The topic of individual differences is emphasized throughout all units of the course. Students will be assisted in developing the knowledge and skills to apply the concepts acquired during the course to their clinical and research practice as psychologists.

**PSYF-568 APPLIED INFERENTIAL STATISTICS (3 credits)**

**PREREQUISITES:** None

The course offers an introduction to inferential statistics in the context of psychological research. The topics covered include hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, t and F distributions, and univariate and multivariate statistical tests, among others.

**PSYF-588 THEORY OF TESTS AND TEST CONSTRUCTION (3 credits)**

**PREREQUISITE:** PSYF-568

This course presents the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined through class exercises. The course also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales. Students will apply knowledge from the course to construct their own assessment instruments.



**PSYF-612 HISTORY AND SYSTEMS OF PSYCHOLOGY (3 credits)****PREREQUISITES:** None

This course enables students to understand the development of the historic and philosophical aspects of psychology. It will enhance their understanding of the different schools and theories of psychology and enable them to identify important figures in psychology and those individuals' views of the world and its people. Special consideration is given to the development of discipline as a science from 1839 to the present. In addition, students will study the development of psychology in Puerto Rico, Latin America, and around the world.

**PSYF-628 NEUROSCIENCE APPROACH OF COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR (3 credits)****PREREQUISITES:** None

This course provides a review of the major theories of cognition and affective aspects of behavior. The course will include a description of the physiological processes of human behavior, such as the structure of the neurological system, sensory systems, synaptic chemistry, and electrophysiology of encephalon. The course will also present and discuss different pathologies and deficits related to the cognitive and affective aspects of behavior.

**PSYF-661 SOCIAL PSYCHOLOGY WITH EMPHASIS ON PUERTO RICO (3 credits)****PREREQUISITES:** None

In this course, the theoretical bases of social psychology will be analyzed. Emphasis will be given to the relationship between social psychology and behavior. The course will explore the extent to which social psychology is subject to variation within different cultural contexts, with an emphasis on the Puerto Rican society. Relevant research on these topics will be analyzed in the existing literature. A socio-historical analysis will be conducted, taking into special consideration the colonial influence of the United State in Puerto Rico.

**PSYF-753 THEORY AND FAMILY SYSTEMS (3 credits)****PREREQUISITES:** PSYC-516, PSYC-535

In this course, the basic historical, philosophical, and theoretical principles of the family as a socio-psychological system will be analyzed. Family therapy from a systemic perspective will also be discussed. The course will also include an examination of general systems theory with an emphasis on dysfunctional behavior and its homeostatic role in the family.

**SEMM-531 APA WRITING STYLE SEMINAR (0 credits)****PREREQUISITES:** None

This six-hour seminar provides students with the basic skills to prepare a manuscript using the *Publication Manual of the American Psychological Association*.

**SEMM-540 SELF-CARE/GRADUATE STUDIES (0 credits)****PREREQUISITES:** None

The graduate school environment requires appropriate skills for self-care, especially to address and meet the challenges that arise during a doctoral career. Students must develop, strengthen, and advocate for self-care skills to maintain an adequate quality of life, with an appropriate balance between their various roles. To help students achieve this goal, this seminar facilitates the development of techniques such as anxiety and stress management, time organization, study skills appropriate for graduate school, and professional relationships within and outside the academic environment.

**SEMM-545 WRITTEN AND ORAL COMMUNICATION SKILLS IN PSYCHOLOGY (0 credits) PREREQUISITES:**

None

This workshop helps students understand the importance of developing professional writing skills to maintain a record of information directly related to their clinical training. The ethical and legal implications of professional writing skills will be offered. The elements required in a progress note will serve as the foundation for the skills practice students will carry out as part of the workshop.

## DOCTOR OF PSYCHOLOGY IN COUNSELING PSYCHOLOGY (PSY.D.)

### MISSION

The mission of the doctoral program in counseling psychology with an emphasis on wellness and complementary and integrative health is to train students to serve as exemplary health care providers with an integrative approach to health and wellness. The program also seeks to engage students in a lifelong learning process and to promote a profound respect for cultural and individual differences as well as for the diversity of human beings.

### PHILOSOPHY OF TRAINING AND TRAINING MODEL

The Psy.D. in Counseling Psychology program at Albizu University bases its philosophy and training model on several key documents in addition to various theoretical and conceptual approaches. The Model Training Program in Counseling Psychology (Epperson, Fouad, Stoltenberg, and Murdock, 2005) is adopted as our training model. Philosophical unifying themes, initially developed by Gelso and Fretz (2001) and expanded by the Council of Counseling Psychology Training Programs (CCPTP), are embraced. Packard's core values that distinguish counseling psychology (2009) are also adopted.

1. Altruism is our foundation as we strive to improve the well-being of others.
2. Positive relationships are a necessary condition to encourage change in our clients.
3. The synergistic integration of science and practice is essential for our work and includes the use of various research methods.
4. We focus on healthy development throughout the lifespan.
5. Within a holistic framework, we emphasize strengths, resilience, and positive coping in the context of the person's social and cultural environments.
6. We are committed to respectful treatment for all, inherent human dignity, and inclusion rather than exclusion.
7. We believe in social justice and the need to defend causes that promote the welfare of others.
8. We value collaboration for multidisciplinary practice and research.
9. When working with clients and dysfunctional systems, wherever possible we focus on strengths and positive coping in the context of a helping relationship.

The program emphasizes issues of cultural and individual diversity through the incorporation of several American Psychological Association (APA) guidelines: Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (2003); Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients (2012); and Guidelines for Psychological Practice with Older Adults (2024). Also, the program adopts the Counseling Psychology Model Training Values Statement Addressing Diversity, endorsed in 2006 by the Association of Counseling Center Training Agencies (ACCTA), CCPTP, and the Society for Counseling Psychology (SCP).

The program embraces the Practitioner-Scholar training philosophy established at APA's Vail Conference in 1973. As a practitioner-oriented program (APA, 1973, Korman, 1974), the primary emphasis of the Psy.D. in Counseling Psychology program is on the direct delivery of professional health care services and evaluation as well as on the improvement of those services. Its philosophy and training model is based on the fundamental principles that define the discipline and distinguish it from other areas within the field of psychology (Munley et al., 2004). Specifically, the philosophical perspective includes:

1. An approach aimed at identifying and promoting the strengths present in everyone.

2. Evaluating the interactions between the individual and his/her environment and identifying the best fit between them.
3. Emphasizing prevention and relatively brief interventions using a human development perspective that highlights the appropriate adjustment expectations for each stage of development.
4. Offering interventions aimed at the identification and development of vocational skills and interests.
5. Ensuring integration of and concordance between psychological theories, the best intervention practices and their applications, and scientific research applied to human behavior.
6. A respectful approach to the individual and cultural diversity of human beings.

The program curriculum follows the requirements outlined in the 2015 APA Commission on Accreditation (CoA) Standards of Accreditation for Health Services Psychology. The training is sequential, cumulative, and graded in complexity and includes didactic offerings, research opportunities, experiential clinical training, and socialization within the academic community. The Psy.D. curriculum sequence is a continuum of the master's in counseling psychology and the discipline specific knowledge and competencies attained at the master's level are required as a prerequisite for doctoral program admission. Students shall demonstrate knowledge in the discipline of psychology broadly constructed through discipline specific knowledge including history and system of the psychology, basic content areas in scientific psychology, integrative knowledge in scientific psychology and methods of inquiry and research. The doctoral curriculum includes 100 credits of coursework (40 credits for students with a counseling psychology master's degree conferred from CAU), two supervised doctoral practicums, a doctoral candidacy examination, a doctoral project or dissertation, and a pre doctoral internship (totaling 2,000 hours).

In Puerto Rico, the license to practice psychology, issued by the Puerto Rico Board of Psychologist Examiners, may be obtained with a master's degree in counseling psychology.

## **PROGRAM AIMS, OBJECTIVES, AND COMPETENCIES**

The program has a clearly specified philosophy of education and training fully compatible with the mission of its sponsor institution, Albizu University, and appropriate to the science and practice of psychology. The aims, main objectives, and competencies of the program are as follows.

### **Program Aims**

- Aim 1.** Train students for the integration of scientific knowledge, theories, models, assessment techniques, and clinical interventions into their practice as health care providers within the specialty field of counseling psychology.
- Aim 2.** Educate students to develop and maintain positive relationships with individuals, groups, and communities, behave in an ethical manner, and recognize and respect diversity, thus reflecting the values and attitudes of counseling psychology that sustain lifelong learning.
- Aim 3.** Provide students with extensive knowledge of the concepts and key issues of wellness, and complementary and integrative health, as well as related disciplines, to facilitate counseling psychology practice and interdisciplinary work.

### **Program Objectives**

The program has the following objectives for student learning:

- 1.1 Develop advanced levels of knowledge and scientific understanding of the foundational areas of psychology.

- 1.2 Develop and critically evaluate research studies, theories, and models of behavior.
- 1.3 Assess the behavioral and psychological aspects of the client's physical and mental health for accurate diagnosis and identify client strengths and weaknesses to develop and implement effective prevention, treatment, and rehabilitation interventions with fidelity to empirical models.
- 1.4 Develop knowledge of and skills in educational and supervision models and practices.
- 1.5. Demonstrate consolidation of professional identity as a counseling psychologist, considering contextual and cultural influences in addition to personal and professional self-awareness and reflection.
- 2.1 Demonstrate behaviors that reflect the values and ethical attitudes of counseling psychology, including integrity, reliability, lifelong learning, and concern for the welfare of others.
- 2.2 Develop the awareness, respect, sensitivity, and skills needed to work professionally with individuals, groups, and communities with diverse cultural and personal backgrounds and characteristics.
- 2.3 Work collaboratively in multidisciplinary teams towards shared goals.
- 2.4 Apply knowledge to provide consulting services (assessment and intervention) to effectively meet specific client needs.
- 3.1 Promote wellness and well-being within a prevention and a strength-based approach related to complementary and integrative health and health issues.

### **Program Competencies**

Upon successful completion of the program, the students will be able to demonstrate the following profession-wide competencies:

#### **Competency 1. Research**

- 1.1 Formulate, conduct, and disseminate research and scholarly activity that contributes to scientific, psychological and/or professional knowledge.
- 1.2 Critically evaluate research and scholarly activities.

#### **Competency 2. Ethical and Legal Standards**

- 1.1 Understand and act in accordance with the American Psychological Association and the Examining Board of Psychologist of Puerto Rico Ethical Principles and Code of Conduct, as well as national and federal laws, rules, regulations, policies, guidelines, and professional standards relevant to health services psychology.
- 1.2 Recognize ethical dilemmas as they arise and apply ethical decision-making process to resolve the dilemmas.

#### **Competency 3. Individual and Cultural Diversity**

- 3.1 Understand one's own dimensions of diversity and attitudes and biases and their impact in interactions toward diverse others.
- 3.2 Act with awareness, sensitivity, and a respect for diversity and multicultural issues while working with individuals, families, groups, and communities at all stages of health care.
- 3.3 Articulates and effectively uses current theoretical and empirical knowledge based on culturally appropriate frameworks, skills, and techniques for working effectively with diverse others.

#### **Competency 4. Professional Values, Attitudes and Behavior**

- 4.1 Monitor and adjust professional performance in ways that reflect the attitudes and values of counseling psychology including integrity, deportment, accountability, lifelong learning, and concern for the welfare of others.

- 4.1 Engage actively in personal and professional reflection and assessment with awareness of one's functioning and competencies.
- 4.2 Understand the central role of self-care to effective practice and engage in activities to maintain and improve knowledge/skill/performance, well-being, and professional effectiveness.
- 4.3 Display consolidation of professional identity as a counseling psychologist.

#### **Competency 5. Communication and Interpersonal Skills**

- 5.1 Develop and maintain effective and meaningful relationships with clients, colleagues, organizations, and community members using appropriate interpersonal and professional styles of verbal, nonverbal, and written communication.
- 5.2 Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

#### **Competency 6. Assessment**

- 6.1 Demonstrate knowledge of human behavior and diagnostic classification systems, functional and dysfunctional behaviors, client strengths and psychopathology within its context.
- 6.2 Select and administer appropriate assessment methods informed by the best empirical literature, taking into consideration culturally relevant norms, and standardization procedures, responsive to and respectful of diverse individuals, couples, families and group and context.
- 6.3 Score, interprets and integrate assessment results, following current research and professional standards and guidelines and communicate orally and in written findings, integrations, and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

#### **Competence 7. Intervention**

- 7.1 Establish and maintain effective therapeutic relationships with the population served.
- 7.2 Implement evidence-based interventions with fidelity to empirical models informed by assessment findings, diversity characteristics, and contextual variables.
- 7.3 Evaluate and assess treatment/intervention effectiveness and adapt interventions goals and methods consistent with ongoing evaluation, and make adaptations as needed.
- 7.4 Display clinical/therapeutic/psychoeducational skills with a wide variety of clients.
- 7.5 Implement interventions that are appropriate for clients in their current life situation consistent with their worldview.
- 7.6 Promote strength-based and developmental perspective across a range of intervention settings and client population.
- 7.7 Articulate the importance and impact of prevention and early intervention.

#### **Competence 8. Supervision**

- 8.1 Demonstrate knowledge within a range of supervision models and practices based on scholarly and scientific literature.
- 8.2 Apply educational strategies and methods in multiple settings.

#### **Competence 9. Consultation and Interprofessional/ Interdisciplinary Skills**

- 9.1 Demonstrate knowledge and respect for the roles and perspectives of other professions within interdisciplinary context that support effective interdisciplinary team function. Demonstrate

knowledge and skills of consultation models and practices.

### **Competence 10. Scientific Knowledge and Methods**

- 10.1 Demonstrate extensive knowledge of the theories and models of cognitive, biological, affective, social, and developmental aspects of behavior.

### **Competency 11. Advocacy**

- 11.1 Intervene with clients to promote action on such factors as social, political, economic, and cultural, impacting the development and functioning of individuals, institutions, and systems.

## **PRACTICUM TRAINING**

Psy.D. in Counseling Psychology practicum training is a series of supervised, organized, and sequential experiences of increasing complexity, which prepare students for interventions involving diverse individuals, presented problems, diagnoses, and issues. Practicums are a partial requirement for internships and for obtaining a license to practice psychology in Puerto Rico. Students are expected to complete 1,240 hours of supervised practice, through five sessions of clinical practice at the master's level (PSCP-515, PSCP-525, PSCP-635, PSCP-645, PSCP-655), and two sessions of clinical practice at doctoral level (PSCP-715, PSCP-716) prior to fulfilling the internship requirement. Practicum training is provided both through the Community Mental Health Center on campus and through a network of approved and monitored off-site centers.

Practicum experiences serve to develop in students the knowledge, attitudes, and skills necessary for the practice of psychology as a health provider. Our practicum experiences are consistent with our training model. Students must acquire competence in the domains established in "The Practicum Competencies Outline" (Hatcher & Lassiter, 2007) and approved by the APA Commission on Education and Training Leading to Licensure in Psychology, the Association of Directors of Psychology Training Clinics (ADPTC) Practicum Competencies Workgroup, and the Council of Chairs of Training Councils (CCTC) Practicum Competencies Workgroup.

## **PROGRAM LENGTH AND RESIDENCY REQUIREMENTS**

The Albizu Psy.D. in Counseling Psychology program is designed to be completed in five (5) years including one year each for the completion of the doctoral project or dissertation and the pre-doctoral internship. For students with an MS degree conferred from the Albizu University the program is designed to be completed in three (3) years including one year each for the completion of the doctoral project or dissertation and the pre-doctoral internship. Program length for students with a master's degree in psychology or related field will vary depending on the credits accepted for transfer. At least two of the academic training years (or the equivalent thereof) must be at the San Juan Campus of Albizu University and at least one of those must be undertaken in full-time residence at the San Juan Campus.

## **TIME LIMIT**

Every candidate for the Psy.D. in Counseling Psychology degree must complete the degree requirements within a period of seven (7) years from the date of registration for the anticipated degree. A one (1) year extension may be obtained upon the recommendation of the Chancellor and the Program Director and the approval of the President. Under no circumstances will a degree extension petition of more than one year be granted.

## **STUDENT PERFORMANCE EVALUATION, FEEDBACK, AND ADVISEMENT**

Each Psy. D. student receives a written evaluation once a year via the following two documents:

- A clinical progress reports.

- An academic progress reports.

Together, these documents provide information on all aspects of the student's performance. The clinical progress report is personally handed to each student by his or her supervisor and is also sent to the student by email. The student must sign a document stating that the clinical progress report was received. The academic progress report is also sent by email and by mail to each student. Copies of both reports are placed in the students' records at the Registrar's Office.

During each term, faculty and clinical supervisors provide ongoing feedback to students on their clinical competencies. All courses and clinical practices include formal mid-of-term and end-of-term written evaluations of competencies. If areas of difficulty are identified, faculty or supervisors document specific recommendations or remedial activities that should be accomplished during the next term. Students are encouraged to discuss academic problems as well as their end-of-term feedback with their faculty advisors and professional counselors.

Every student meets with his or her advisor to monitor academic and clinical progress, as well as in preparation for the following term. The student is responsible for ensuring the timely completion of program requirements.

Students in the doctoral programs need to maintain satisfactory performance in all academic courses and/or training modules.

- If the student fails to meet the academic standard for a course obtaining the first (1) C, D, F, NP, W, or AW grades in any of the courses, laboratories, or practicum a remedial plan will be issued in coordination with their class professor and/or academic advisors.
- An academic dismissal will be issued after the first two (2) attempts obtaining C, D, F, NP, W, or AW grades or their combination, whether consecutive or not, in any of the courses, laboratories, clinical practicum, doctoral project/dissertation, or internship or not maintaining a 3.0 GPA in two consecutive semesters. Students under academic dismissal status must wait at least 12 months to apply for readmission to the program from which they were dismissed.

An Academic Dismissal represents an administrative mandatory separation from CAU with no promise of future admission according to the dispositions of the applicable catalog. The following circumstances will lead to institutional dismissal of a master's program student:

- Obtaining two (2) of any combination of C, D, F, NP, W, or AW grades in any of the courses, laboratories, clinical practice, doctoral project/dissertation, or internship.
- Not maintaining a 3.0 GPA after being readmitted from an academic dismissal.
- Not approving the Master's Level Examination or Doctoral Candidacy Exam after three (3) attempts.
- Obtaining two (2) NPs in the dissertation/doctoral project.
- A major academic or clinical violation.

In the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, or practice for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again.

For more information, please see the Satisfactory Academic Progress Policy in the Academic Policies section of this catalog.

## **ADMISSION REQUIREMENTS AND PROCEDURES**

Albizu University and the Psy.D. in Counseling Psychology program encourage applicants from diverse backgrounds including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status.

## Required Documentation

All graduate candidates must satisfy the Institutional and program-specific admission requirements:

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having completed a master's degree in psychology or a related field of study from a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average** (CGPA) of 3.00 on a 4.0 scale. *Only a bachelor's degree CGPA will be used for purposes of qualifying for admission.* Applicants with degrees not related to psychology are required to complete 15 credits of prerequisite psychology courses—including Introduction to Psychology; Theory of Personality; Experimental Psychology; Statistics; and Human Development, Psychopathology, or Social Psychology—prior to being considered for admission to the program.
3. **Official transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*
4. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official recommendation form:*  
Spanish version:  
<https://www.albizu.edu/wp-content/uploads/2020/06/CARTA-DE-RECOMENDACION-EN-ESPA%C3%91OL-SJU-Rev.2019.pdf>  
English version:  
[https://www.albizu.edu/wp-content/uploads/dlm\\_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf](https://www.albizu.edu/wp-content/uploads/dlm_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf)
5. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
6. An original **Health Certificate**, no more than one year old.
7. Proof of **Hepatitis-B vaccination**.
8. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
9. Results of an **interview with program faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the Psy.D. program faculty.
10. A **Statement of Purpose**, written at the time of the interview (for those candidates invited for an interview). The Statement of Purpose serves to verify the candidate's interest in the Psy.D. program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.
11. Candidates recommended by the admissions committee will receive an appointment to write an objective essay on the spot. The objective essay serves to verify the candidate's interest in the M.S. in the Psychological Counseling program and the



Institution; short-, medium- and long-term goals; written communication skills; and general writing skills.

12. Candidates recommended by the admissions committee will receive an appointment to write an article analysis essay on the spot. The analysis essay serves to learn critical analysis skills about values, the practice of the specialty of psychological counseling, written communication skills, and writing skills in general.
13. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S.

equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <https://www.albizu.edu/international-students/>

14. **Any additional documents** that may be required by the Psy.D. program at a future date, as specified at the time of application to the program.

The program reserves the right to admit candidates with exceptional characteristics.

### Admission Procedures

1. Candidates must submit all required documents by the established deadline.
2. The Admissions Committee will prepare an initial evaluation for every applicant and will assign a preliminary score to each one based on the criteria and relative values established by the Psy.D. program. Candidates who qualify will receive an invitation for an interview with program faculty.
3. Selected applicants will be informed of the place, time, and day of the interview.
4. The Admissions Committee will complete the evaluation process of each candidate who has been interviewed and assign a final score based on the criteria and relative values established by the program.

A letter of notification with the determination of the Admissions Committee will be sent to each applicant.

Candidates with a master's degree (MS) in counseling psychology conferred by the Albizu University will have direct admission to the PsyD Counseling Psychology Doctoral Program if they have had:

1. A minimum of a 3.25 cumulative grade point average (CGPA)
2. Good standing in the program, (i.e, no disciplinary action or academic probation or academic dismissal)
3. No C, D, F or W, AW in their academic record.

Candidates must:

1. Complete the **application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Provide evidence of conferred the master's degree and official evidence of completion, of at least, 770 clinical hours (with at least 204 hours of direct services).
3. **Official transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases, where the applicant will receive the degree more than 30 calendar days after beginning the academic session, an official degree certification will be accepted as evidence that the degree will be conferred at a future date.

### Admission Procedures

1. Candidates must submit all required documents by the established deadline.
2. The Admissions Committee will evaluate the candidate admission request and related academic documentation.
3. A letter of notification with the determination of the Admissions Committee will be sent to each applicant.

## **TRANSFER OF CREDITS POLICY**

As stated in the Albizu institutional policies, a student may transfer a maximum of 21 credits from another institution upon the recommendation of the Program Director and a review of the course descriptions included in the official transcript and/or other academic materials requested from that institution. The number of credits accepted for transfer will be certified by the Program Director after the student is enrolled in the program and has submitted a completed Credit Transfer Application to the Office of the Registrar. The course transfer is not considered to be official until the student has paid the applicable transfer fees at the Finance Office (please see the Tuition and Fees section of this catalog).

Degrees or credits earned outside of Puerto Rico must have been obtained at an institution accredited by a regional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or at an institution of higher education located outside the United States, which, at the time the applicant was enrolled, maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States that are accredited by a body recognized by the CHEA.

## **IDENTITY VERIFICATION**

All admitted students are required to present a current ID card for identity verification purposes.

## **REQUIREMENTS FOR THE PSY.D. IN COUNSELING PSYCHOLOGY DEGREE**

1. A cumulative grade point average (CGPA) of 3.00 or higher on a 4.00 scale.
2. No grades of "C" or lower in any course; students with grades of "C" or lower will have to repeat the course, and no more than two (2) courses can be repeated. Failure to obtain a passing score will be referred to the Faculty Review Board, which will make a recommendation to the Chancellor for dismissal unless extraordinary circumstances allow for a remedial plan.
3. Completion of a minimum of three (3) years of full-time residency in graduate study, at least two (2) of the three academic training years must be at the San Juan Campus of Albizu University and at least one of those must be undertaken in full-time residence at the San Juan Campus
4. Satisfactory completion of 100 credits of doctoral academic courses.
5. Satisfactory completion of all courses and laboratories, with no more than two (2) NP, W, or AW any laboratory.
6. Satisfactory completion of at least 1,240 hours of supervised practicum conducted through PSCP-515, PSCP-525, PSCP-635, PSCP-645, PSCP-655, PSCC-715 and PSCC-716 with no more than three (3) NP, W, or AW in any practicum.
7. Satisfactory completion of the Doctoral Candidacy Examination (CPCE-800) with no more than two (2) NPs, Ws, or AWs whether consecutive or not.
8. Satisfactory completion and approval of a doctoral dissertation, with no more than one (1) NP in each part of the dissertation, whether consecutive or not. For all dissertations, candidates must obtain written approval from the Institutional Review Board for ethical practice in research involving human subjects prior to collecting data (please see the Dissertation Manual and IRB Procedures Manual) and present a ready-to-publish journal article.
9. Satisfactory completion of a 2,000-hour pre-doctoral internship on a full-time basis (40 hours per week) during a one-year period or part-time (20 hours per week) during a two-year period in a facility approved by the program with no more than one (1) NP, W, or AW in each part of the internship.

10. Fulfillment of all institutional obligations.
11. Good standing in the program, (i.e., no disciplinary action pending or academic or practicum probation). In the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again.
12. Recommendation from the program faculty for the doctoral degree. Students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current General Policies and Disciplinary Procedures Manual.

**DOCTOR OF PSYCHOLOGY (PSY.D.) IN COUNSELING PSYCHOLOGY  
CURRICULAR REQUIREMENTS  
(Effective for students admitted between Fall 2018 and Summer 2019)**

*Please refer to the Tuition and Fees section of this catalog for the costs associated with credits, laboratories, and practicums.*

|   |            |
|---|------------|
| <b>AREA I. Seminars</b> .....   | 0 credits  |
| SEMM-531 APA Writing Style Seminar.....   | 0 credits  |
| SEMM-532 Workshop on Writing Skills and Case Conceptualization .....                        | 0 credits  |
| SEMM-540 Self-Care/Graduate Studies .....   | 0 credits  |
| SEMM-550 Psychopharmacology for Non-Prescribing Clinicians .....                            | 0 credits  |
| SEMM-700 Advanced APA Style Seminar.....  | 0 credits  |
| SEMM-701 Advanced Workshop on Writing Skills and Case Conceptualization.....                | 0 credits  |
| <b>AREA II. Foundation Courses</b> .....  | 27 credits |
| PSCF-500 Theories of Learning and Motivation .....  | 3 credits  |
| PSCF-503 Theories of Personality.....   | 3 credits  |
| PSCF-505 Ethics and Professional Conduct .....  | 3 credits  |
| PSCF-540 Life Span Human Development.....   | 3 credits  |
| PSCF-568 Applied Inferential Statistics.....  | 3 credits  |
| PSCL-703 Statistical Package for Social Science (SPSS) Lab .....                            | 0 credits  |
| PSCF-588 Theory of Test and Test Construction .....   | 3 credits  |
| PSCF-628 Neuroscience Approach to Cognitive and Affective Aspects of Behavior .....         | 3 credits  |
| PSCF-661 Social Psychology with Emphasis on Puerto Rico .....                               | 3 credits  |
| PSCF-702 History and Systems of Psychology .....  | 3 credits  |
| <b>AREA III. Concentration Courses</b> .....  | 54 credits |
| PSCC-501 Theories of Counseling and Psychotherapy.....                                      | 3 credits  |
| PSCC-502 Research Methodology for Counseling Psychologists.....                             | 3 credits  |
| PSCC-536 Psychopathology in Counseling Psychology.....                                      | 3 credits  |
| PSCC-602 Cognitive Assessment for Counseling Psychology .....                               | 3 credits  |
| PSCL-602 Cognitive Assessment for Counseling Psychology Lab .....                           | 0 credits  |
| PSCC-605 Consultation in Counseling Psychology .....  | 3 credits  |
| PSCC-606 Theories of Career Counseling .....  | 3 credits  |
| PSCC-608 Personality Assessment with Lab .....  | 3 credits  |
| PSCC-704 Quantitative Research Methods .....  | 3 credits  |
| PSCC-705 Qualitative Research Methods.....  | 3 credits  |
| PSCC-706 Diversity, Multicultural Approach, and Health.....                                 | 3 credits  |
| PSCC-707 Interventions in Health Psychology and Health Promotion .....                      | 3 credits  |
| PSCC-708 Positive Psychology Models and Interventions .....                                 | 3 credits  |
| PSCC-709 Counseling Intervention for Addictions.....  | 3 credits  |
| PSCC-710 Couples and Family Counseling .....  | 3 credits  |
| PSCC-711 Third Wave Cognitive Behavioral Models and Interventions.....                      | 3 credits  |
| PSCC-712 Mind and Body Interventions in Counseling Psychology .....                         | 3 credits  |
| PSCC-720 Wellness Interventions Programs: Development, Implementation, and Evaluation ..... | 3 credits  |
| PSCC-721 Supervision and Educational Models in Counseling Psychology .....                  | 3 credits  |
| <b>AREA IV. Elective Courses</b> .....  | 9 credits  |
| <b>AREA V. Clinical Practicums</b> .....  | 0 credits  |
| PSCP-510 Practicum I.....   | 0 credits  |
| PSCP-520 Practicum II.....  | 0 credits  |
| PSCP-630 Practicum III.....   | 0 credits  |
| PSCP-640 Practicum IV.....  | 0 credits  |
| PSCP-650 Advanced Practicum V.....  | 0 credits  |

|   |                   |
|---|-------------------|
| <b>AREA VI. Master's Comprehensive Examination</b> .....        | <b>0 credits</b>  |
| PSCT-605 Master's Comprehensive Examination (first part).....   | 0 credits         |
| PSCT-606 Master's Comprehensive Examination (second part) ..... | 0 credits         |
| <b>AREA VII. Doctoral Candidacy Exam</b> .....                  | <b>0 credits</b>  |
| CPCE-800 Doctoral Candidacy Exam .....                          | 0 credits         |
| <b>AREA VIII. Internship</b> .....                              | <b>0 credits</b>  |
| CPIN-730 Internship A .....                                     | 0 credits         |
| CPIN-740 Internship B .....                                     | 0 credits         |
| <b>AREA IX. Doctoral Research Project/Dissertation</b> .....    | <b>0 credits</b>  |
| DISS-810 Doctoral Project/Dissertation A .....                  | 0 credits         |
| DISS-820 Doctoral Project/Dissertation B.....                   | 0 credits         |
| <b>Total Academic Credits</b> .....                             | <b>90 credits</b> |
| <b>Total Clinical Practicum Credits</b> .....                   | <b>0 credits</b>  |

**COURSES REQUIRED FOR A MASTER'S DEGREE DIPLOMA  
IN COUNSELING PSYCHOLOGY  
(Effective for students admitted between Fall 2018 and Summer 2019)**

*Please refer to the Tuition and Fees section of this catalog for the costs associated with credits, laboratories, and practicums.*

|   |  |                   |
|---|--|-------------------|
| SEMM-531  | APA Writing Style Seminar .....  | 0 credits         |
| SEMM-532  | Workshop on Writing Skills and Case Conceptualization .....                | 0 credits         |
| SEMM-540  | Self-Care/Graduate Studies .....   | 0 credits         |
| SEMM-550  | Psychopharmacology for Non-Prescribing Clinicians .....                    | 0 credits         |
| PSCF-500  | Theories of Learning and Motivation .....                                  | 3 credits         |
| PSCF-503  | Theories of Personality .....  | 3 credits         |
| PSCF-505  | Ethics and Professional Conduct .....                                      | 3 credits         |
| PSCF-540  | Life Span Human Development .....  | 3 credits         |
| PSCF-568  | Applied Inferential Statistics.....  | 3 credits         |
| PSCL-703  | Statistical Package for Social Science (SPSS) Lab .....                    | 0 credits         |
| PSCF-588  | Theory of Test and Test Construction .....                                 | 3 credits         |
| PSCF-628  | Neuroscience Approach to Cognitive and Affective Aspects of Behavior ..... | 3 credits         |
| PSCF-661  | Social Psychology with Emphasis on Puerto Rico .....                       | 3 credits         |
| PSCC-501  | Theories of Counseling and Psychotherapy .....                             | 3 credits         |
| PSCC-502  | Research Methodology for Counseling Psychologists.....                     | 3 credits         |
| PSCC-536  | Psychopathology in Counseling Psychology.....                              | 3 credits         |
| PSCC-602  | Cognitive Assessment for Counseling Psychology .....                       | 3 credits         |
| PSCL-602  | Cognitive Assessment for Counseling Psychology Lab .....                   | 0 credits         |
| PSCC-605  | Consultation in Counseling Psychology .....                                | 3 credits         |
| PSCC-606  | Theories of Career Counseling .....  | 3 credits         |
| PSCC-608  | Personality Assessment with Lab .....                                      | 3 credits         |
| PSCC-709  | Counseling Intervention for Addictions .....                               | 3 credits         |
| PSCC-710  | Couples and Family Counseling.....   | 3 credits         |
|   | Elective Courses .....   | 6 credits         |
| PSCP-510  | Practicum I.....   | 0 credits         |
| PSCP-520  | Practicum II.....  | 0 credits         |
| PSCP-630  | Practicum III.....   | 0 credits         |
| PSCP-640  | Practicum IV.....  | 0 credits         |
| PCCT-605  | Master's Comprehensive Examination (first part) .....                      | 0 credits         |
| PCCT-606  | Master's Comprehensive Examination (second part).....                      | 0 credits         |
| <b>Total Academic Credits .....</b>             |  | <b>57 credits</b> |
| <b>Total Clinical Practicum Credits.....</b>    |  | <b>0 credits</b>  |
| <b>Master's Comprehensive Examination .....</b> |  | <b>0 credits</b>  |

**DOCTOR OF PSYCHOLOGY IN COUNSELING PSYCHOLOGY (Psy.D.)  
CURRICULAR SEQUENCE  
(Effective for students admitted between Fall 2018 and Summer 2019)**

**FIRST YEAR**

| <b>First Session: FALL</b>    |   |         |  |
|-------------------------------|---|---------|--|
| Code                          | Course Title  | Credits | Prerequisites                                    |
| PSCF-505*                     | Ethics and Professional Conduct                       | 3       | None   |
| PSCF-540*                     | Life Span Human Development                           | 3       | None   |
| PSCF-503*                     | Theories of Personality                               | 3       | None   |
| PSCF-568*                     | Applied Inferential Statistics                        | 3       | None   |
| PSCL-703                      | Statistical Package for Social Science (SPSS) Lab     | 0       | Concurrent with PSCF-568                         |
| SEMM-540*                     | Self-Care/Graduate Studies                            | 0       | None   |
| SEMM-531*                     | APA Writing Style Seminar                             | 0       | None   |
| <b>Second Session: SPRING</b> |   |         |  |
| Code                          | Course Title  | Credits | Prerequisites                                    |
| PSCF-588*                     | Theory of Test and Test Construction                  | 3       | PSCF-505, PSCF-568, PSCL-703                     |
| PSCC-501*                     | Theories of Counseling and Psychotherapy              | 3       | PSCF-505, PSCF-540, PSCF-503                     |
| PSCC-536*                     | Psychopathology in Counseling Psychology              | 3       | PSCF-505, PSCF-540, PSCF-503                     |
| PSCF-500*                     | Theories of Learning and Motivation                   | 3       | None   |
| PSCP-510*                     | Practicum I   | 0       | PSCF-505, PSCF-540, PSCF-503, SEMM-540, SEMM-531 |
| SEMM-532*                     | Workshop on Writing Skills and Case Conceptualization | 0       | None   |
| <b>Third Session: SUMMER</b>  |   |         |  |
| Code                          | Course Title  | Credits | Prerequisites                                    |
| PSCF-661*                     | Social Psychology with Emphasis on Puerto Rico        | 3       | None   |
| *                             | Elective Course                                       | 3       |  |

**SECOND YEAR**

| <b>First Session: FALL</b>    |  |         |  |
|-------------------------------|--|---------|--|
| Code                          | Course Title                                       | Credits | Prerequisites  |
| PSCC-502*                     | Research Methodology for Counseling Psychologists  | 3       | PSCF-505, PSCF-568, PSCF-588, PSCL-703, SEMM-531                               |
| PSCC-602*                     | Cognitive Assessment for Counseling Psychology     | 3       | PSCF-500, PSCF-505, PSCF-540, PSCC-536, PSCF-568, PSCF-588, PSCL-703           |
| PSCL-602*                     | Cognitive Assessment for Counseling Psychology Lab | 0       | PSCF-500, PSCF-505, PSCF-540, PSCC-536, PSCF-568, PSCF-588, PSCL-703           |
| PSCP-520*                     | Practicum II                                       | 0       | PSCP-510, PSCC-501, PSCF-505, PSCC-536, PSCF-500, SEMM-531, SEMM-532           |
| SEMM-550*                     | Psychopharmacology for Non-Prescribing Clinicians  | 0       | None   |
| <b>Second Session: SPRING</b> |  |         |  |
| Code                          | Course Title                                       | Credits | Prerequisites  |
| PSCC-608*                     | Personality Assessment with Lab                    | 3       | PSCF-500, PSCF-503, PSCF-505, PSCF-540, PSCF-568, PSCF-588, PSCC-602, PSCL-602 |



|                                       |  |         |  |
|---------------------------------------|--|---------|--|
| PSCC-605*                             | Consultation in Counseling Psychology                                | 3       | PSCF-505   |
| PSCC-606*                             | Theories of Career Counseling  | 3       | PSCF-505, PSCF-540, PSCC-536, PSCF-500                               |
| PSCF-628*                             | Neuroscience Approach to Cognitive and Affective Aspects of Behavior | 3       | None   |
| SEMM-701                              | Advanced Workshop on Writing Skills and Case Conceptualization       | 0       | SEMM-532   |
| <b>Second Session: SPRING (Cont.)</b> |  |         |  |
| Code                                  | Course Title   | Credits | Prerequisites  |
| PSCP-630*                             | Practicum III  | 0       | PSCP-520, PSCF-661, PSCF-588, SEMM-550, SEMM-700                     |
| <b>Third Session: SUMMER</b>          |  |         |  |
| Code                                  | Course Title   | Credits | Prerequisites  |
| PSCC-705                              | Qualitative Research Methods   | 3       | PSCC-502   |
| PSCC-710*                             | Couples and Family Counseling  | 3       | PSCF-505, PSCC-536, PSCF-540, PSCF-503, PSCC-501, PSCP-510, PSCP-520 |
| PSCT-605, 606                         | Master's Comprehensive Examination I-II                              | 0       |  |

### THIRD YEAR

|                               |  |         |  |
|-------------------------------|--|---------|--|
| <b>First Session: FALL</b>    |  |         |  |
| Code                          | Course Title   | Credits | Prerequisites  |
| PSCC-712                      | Mind and Body Interventions in Counseling Psychology     | 3       | PSCF-505, PSCF-540, PSCF-503, PSCC-501                     |
| PSCC-711                      | Third Wave Cognitive Behavioral Models and Interventions | 3       | PSCF-505, PSCF-540, PSCF-503, PSCC-501                     |
| PSCC-709*                     | Counseling Intervention for Addictions                   | 3       | PSCF-500, PSCF-503, PSCF-505, PSCC-536, PSCF-628, PSCC-501 |
| PSCP-640                      | Practicum IV   | 0       | PSCP-630, PSCF-628, PSCC-602, PSCL-602, PSCC-608           |
| SEMM-700                      | Advanced APA Style Seminar                               | 0       | SEMM-531   |
| <b>Second Session: SPRING</b> |  |         |  |
| Code                          | Course Title   | Credits | Prerequisites  |
| PSCC-707                      | Interventions in Health Psychology and Health Promotion  | 3       | PSCF-505, PSCF-540, PSCF-503, PSCC-501                     |
| PSCC-706                      | Diversity, Multicultural Approach, and Health            | 3       | PSCF-505   |
| PSCP-650                      | Advanced Practicum V                                     | 0       | PSCP-640   |
| <b>Third Session: SUMMER</b>  |  |         |  |
| Code                          | Course Title   | Credits | Prerequisites  |
|                               | Elective Course  | 3       |  |
| PSCF-702                      | History and Systems of Psychology                        | 3       | None   |

### FOURTH YEAR

|                            |   |         |  |
|----------------------------|---|---------|--|
| <b>First Session: FALL</b> |   |         |  |
| Code                       | Course Title  | Credits | Prerequisites  |
| PSCC-704                   | Quantitative Research Methods   | 3       | PSCF-568, PSCC-502, PSCL-703   |
| PSCC-720                   | Wellness Intervention Programs: Development, Implementation, and Evaluation | 3       | PSCF-505, PSCC-536, PSCF-661, PSCC-501, PSCC-605, PSCC-706, PSCC-707, PSCC-710, PSCC-711, PSCC-712 |

| <b>Second Session: SPRING</b> |   |         |  |
|-------------------------------|---|---------|--|
| Code                          | Course Title  | Credits | Prerequisites                                    |
| PSCC-721                      | Supervision and Educational Models in Counseling Psychology | 3       | PSCC-706, PSCC-707, PSCC-711, PSCC-712, PSCC-720 |
| DISS-810                      | Doctoral Project/Dissertation A                             | 0       |  |
| CPCE-800                      | Doctoral Candidacy Exam                                     | 0       |  |
| <b>Third Session: SUMMER</b>  |   |         |  |
| Code                          | Course Title  | Credits | Prerequisites                                    |
|                               | Elective Course   | 3       |  |
| PSCC-708                      | Positive Psychology Models and Interventions                | 3       | PSCF-505, PSCF-540, PSCF-503, PSCC-501           |

**FIFTH YEAR**

| <b>First Session: FALL</b> |                                 |         |               |
|----------------------------|---------------------------------|---------|---------------|
| Code                       | Course Title                    | Credits | Prerequisites |
| CPIN-730                   | Internship A                    | 0       | CPCE-800      |
| DISS-820                   | Doctoral Project/Dissertation B | 0       | DISS-810      |

| <b>Second Session: SPRING</b> |              |         |               |
|-------------------------------|--------------|---------|---------------|
| Code                          | Course Title | Credits | Prerequisites |
| CPIN-740                      | Internship B | 0       | CPIN-730      |

\* Courses that must be completed to obtain a master's degree in counseling psychology.

**DOCTOR OF PSYCHOLOGY IN COUNSELING PSYCHOLOGY (Psy.D.)  
CURRICULAR SEQUENCE \*  
(Effective for students admitted between Fall 2018 and Summer 2019)  
(For students with an Albizu University Counseling Psychology M.S.)**

**FIRST YEAR**

| First Session: FALL    |  |         |   |
|------------------------|--|---------|---|
| Code                   | Course Title   | Credits | Prerequisites   |
| PSCC-712               | Mind and Body Interventions in Counseling Psychology     | 3       | PSCF-505, PSCF-540, PSCF- 503, PSCC-501                                 |
| PSCC-711               | Third Wave Cognitive Behavioral Models and Interventions | 3       | PSCF-505, PSCF-540, PSCF- 503, PSCC-501                                 |
| PSCC-709               | Counseling Intervention for Addiction                    | 3       | PSCF-500, PSCF-503, PSCF-505, PSCC-536, PSCF-628, PSCC-501, PSCC-706    |
| PSCL-703               | Statistical Package for Social Science (SPSS) Lab        | 0       | PSCF-568  |
| SEMM-700               | Advanced APA Style Seminar                               | 0       | SEMM-531  |
| Second Session: SPRING |  |         |   |
| Code                   | Course Title   | Credits | Prerequisites   |
| PSCC-707               | Interventions in Health Psychology and Health Promotion  | 3       | PSCF-505, PSCF-540, PSCF- 503, PSCC-501                                 |
| PSCC-710               | Couples and Family Counseling                            | 3       | PSCF-505, PFCC- 536, PSCF-540, PSCF-503, PSCC-501, PSCP- 510, PSCP-520, |
| PSCC-705               | Qualitative Research Methods                             | 3       | PSCC-502  |
| PSCP-650               | Advanced Practicum V                                     | 0       | PSCP-640  |
| Third Session: SUMMER  |  |         |   |
| Code                   | Course Title   | Credits | Prerequisites   |
| PSCC-706               | Diversity, Multicultural Approach, and Health            | 3       | PSCF-505  |
| PSCF-702               | History and Systems in Psychology                        | 3       |   |

**SECOND YEAR**

| First Session: FALL    |   |         |  |
|------------------------|---|---------|--|
| Code                   | Course Title  | Credits | Prerequisites  |
| PSCC-704               | Quantitative Research Methods   | 3       | PSCF-568, PSCC-502, PSCL-703   |
| PSCC-720               | Wellness Intervention Programs: Development, Implementation, and Evaluation | 3       | PSCF-505, PSCC-536, PSCF-661, PSCC-501, PSCC-605, PSCC-706, PSCC-707, PSCC-710, PSCC-711, PSCC-712 |
| Second Session: SPRING |   |         |  |
| Code                   | Course Title  | Credits | Prerequisites  |
| PSCC-721               | Supervision and Educational Models in Counseling Psychology                 | 3       | PSCC-706, PSCC-707, PSCC-711, PSCC-712, PSCC-720   |
| DISS-810               | Doctoral Project/Dissertation A   | 0       |  |
| CPCE-800               | Doctoral Candidacy Exam   | 0       |  |
| Third Session: SUMMER  |   |         |  |
| Code                   | Course Title  | Credits | Prerequisites  |
|                        | Elective Course   | 3       |  |
| PSCC-708               | Positive Psychology Models and Interventions                                | 3       | PSCF-505, PSCF-540, PSCF-503, PSCC-501   |

**THIRD YEAR**

| First Session: FALL |                                 |         |               |
|---------------------|---------------------------------|---------|---------------|
| Code                | Course Title                    | Credits | Prerequisites |
| CPIN-730            | Internship A                    | 0       | CPCE-800      |
| DISS-820            | Doctoral Project/Dissertation B | 0       | DISS-810      |

| Second Session: SPRING |              |         |               |
|------------------------|--------------|---------|---------------|
| Code                   | Course Title | Credits | Prerequisites |
| CPIN-740               | Internship B | 0       | CPIN-730      |

**DOCTOR OF PSYCHOLOGY (PSY.D) IN COUNSELING PSYCHOLOGY  
CURRICULAR REQUIREMENTS  
(Effective Fall 2019)**

*Please refer to the Tuition and Fees section of this catalog for the costs associated with credits, laboratories, and practicums.*

**Area I. Foundation Courses ..... 22 credits**

|   |           |
|---|-----------|
| PSCF-501 Ethics and Professional Conduct.....                   | 2 credits |
| PSYF-502 Life Span Human Development.....                       | 2 credits |
| PSCF-506 Cognitive and Affective Aspect of Behavior.....        | 2 credits |
| PSCF-507 Diagnostic and Interventions of Mental Disorders ..... | 3 credits |
| PSYF-568 Applied Inferential Statistics .....                   | 3 credits |
| PSYF-588 Theory of Test and Test Construction.....              | 3 credits |
| PSCF-628 Neuroscience .....                                     | 3 credits |
| PSYF-630 Social Aspects of Behavior .....                       | 2 credits |
| PSCF-700 History and Systems of Psychology.....                 | 2 credits |

**Area II. Concentration Courses ..... 57 credits**

|   |             |
|---|-------------|
| PSCF-500 Ethics and Professional Conduct.....   | 3 credits   |
| PSCC-503 Contemporary Approaches to Counseling Psychology.....                                | 3 credits   |
| PSCC-504 Strengths Based Approaches to Psychotherapy .....                                    | 3 credits   |
| PSCC-505 Research Methodology.....  | 2 credits   |
| PSCC-603 Cognitive Assessment.....  | 3 credits   |
| PSCL-603 Cognitive Assessment Laboratory.....   | 1.5 credits |
| PSCC-606 Theories of Career Counseling.....   | 3 credits   |
| PSCC-609 Personality Assessment .....   | 3 credits   |
| PSCL-609 Personality Assessment Laboratory .....  | 1.5 credits |
| PSCC-701 Consultation and Interprofessional/Interdisciplinary<br>Interaction .....            | 2 credits   |
| PSCC-703 Diversity, Multicultural Approach and Health .....                                   | 2 credits   |
| PSCC-714 Quantitative Research Methods .....  | 3 credits   |
| PSCC-715 Qualitative Research Methods .....   | 3 credits   |
| PSCC-717 Interventions in Health and Health Promotion.....                                    | 3 credits   |
| PSCC-718 Positive Psychology Models and Interventions.....                                    | 3 credits   |
| PSCC-719 Counseling Intervention for Addictions.....  | 3 credits   |
| PSCC-722 Couples and Family Counseling and Psychotherapy .....                                | 3 credits   |
| PSCC-723 Contextual Therapies and Interventions.....  | 3 credits   |
| PSCC-724 Mind and Body Interventions.....   | 3 credits   |
| PSCC-725 Wellness Interventions Programs: Development,<br>Implementation and Evaluation ..... | 3 credits   |
| PSCC-726 Strategies and Techniques in Supervision<br>and Educational Models .....             | 3 credits   |

**Area III Directed Electives ..... 10 credits**

**Area IV. Practicums ..... 7 credits**

|                                      |          |
|--------------------------------------|----------|
| PSCP-515 Practicum I.....            | 1 credit |
| PSCP-525 Practicum II .....          | 1 credit |
| PSCP-635 Practicum III .....         | 1 credit |
| PSCP-645 Practicum IV .....          | 1 credit |
| PSCP-655 Advanced Practicum V.....   | 1 credit |
| PSCP-715 Doctoral Practicum I.....   | 1 credit |
| PSCP-716 Doctoral Practicum II ..... | 1 credit |

|  |                    |
|--|--------------------|
| <b>Area V. Master's Level Comprehensive Exams .....</b>        | <b>2 credits</b>   |
| PSCT- 660 Master's Comprehensive Examination Part I .....      | 1 credit           |
| PSCT- 670 Master's Comprehensive Examination Part II .....     | 1 credit           |
| <b>Area VI. Doctoral Candidacy Exam.....</b>                   | <b>0 credits</b>   |
| CPCE-800 Doctoral Candidacy Exam.....                          | 0 credits          |
| <b>Area VII. Internship.....</b>                               | <b>2 credits</b>   |
| CPIN-780 Internship A.....                                     | 1 credit           |
| CPIN-790 Internship B .....                                    | 1 credit           |
| <b>Area VIII. Doctoral Research project/Dissertation .....</b> | <b>0 credits</b>   |
| DISS-810 Doctoral Project/Dissertation A .....                 | 0 credits          |
| DISS-820 Doctoral Project/Dissertation B.....                  | 0 credits          |
| <b>Total Psy.D. credits (Areas I - VIII).....</b>              | <b>100 credits</b> |

**DOCTOR OF PSYCHOLOGY IN COUNSELING PSYCHOLOGY (Psy.D.)  
CURRICULAR SEQUENCE  
(Effective Fall 2019)**

| <b>FIRST YEAR</b>             |   |             |   |
|-------------------------------|---|-------------|---|
| <b>First Session: FALL</b>    |   |             |   |
| Code                          | Course Title  | Credits     | Prerequisites   |
| PSCF-501*                     | Ethics and Professional Conduct                         | 2           |   |
| PSYF-502*                     | Life Span Human Development                             | 2           |   |
| PSCF-507*                     | Diagnostic and Intervention of Mental Disorders         | 3           | Concurrent with PSCF-501, PSYF-502, PSCC-500, PSCP-515                            |
| PSCC-500*                     | Theories of Counseling and Psychotherapy                | 3           | Concurrent with PSCF-501, PSYF-502, PSCF-507, PSCP-515                            |
| PSCP-515*                     | Practicum I   | 1           | Concurrent with PSCF-501, PSYF-502, PSCC-500, PSCF-507                            |
| <b>TOTAL</b>                  |   | <b>11</b>   |   |
| <b>Second Session: SPRING</b> |   |             |   |
| Code                          | Course Title  | Credits     | Prerequisites   |
| PSYF-568*                     | Applied Inferential Statistics                          | 3           |   |
| PSCF-628*                     | Neuroscience  | 3           |   |
| PSYF-630*                     | Social Aspects of Behavior                              | 2           |   |
| PSCC-503*                     | Contemporary Approaches to Counseling and Psychotherapy | 3           | PSCF-501, PSYF-502, PSCC-500  |
| PSCP-525*                     | Practicum II  | 1           | PSCP-515, PSCF-501, PSYF-502, PSCC-500, PSCC-507<br>Concurrent with PSCF-503,     |
| <b>TOTAL</b>                  |   | <b>12</b>   |   |
| <b>Third Session: SUMMER</b>  |   |             |   |
| Code                          | Course Title  | Credits     | Prerequisites   |
| PSCF-506*                     | Cognitive and Affective Aspect of Behavior              | 2           |   |
| PSCC-606                      | Theories of Career Counseling                           | 3           | PSCF-501, PSYF-502  |
| <b>TOTAL</b>                  |   | <b>5</b>    |   |
| <b>TOTAL FIRST YEAR</b>       |   | <b>28</b>   |   |
| <b>SECOND YEAR</b>            |   |             |   |
| <b>First Session: FALL</b>    |   |             |   |
| Code                          | Course Title  | Credits     | Prerequisites   |
| PSCC-504*                     | Strengths Based Approaches to Psychotherapy             | 3           | PSCC-503  |
| PSYF-588*                     | Theory of Test and Test Construction                    | 3           | PSCF-501, PSYF-568  |
| PSCC-603*                     | Cognitive Assessment                                    | 3           | PSCF-501, PSYF-502, PSYF-568, PSCF-506, PSCF-507 Concurrent<br>PSYF-588, PSCL-603 |
| PSCL-603*                     | Cognitive Assessment Laboratory                         | 1.5         | Concurrent PSYF-588, PSCC-603   |
| PSCP-635*                     | Practicum III   | 1           | PSCP-525,<br>Concurrent with PSCC-504   |
| <b>TOTAL</b>                  |   | <b>11.5</b> |   |
| <b>Second Session: SPRING</b> |   |             |   |
| Code                          | Course Title  | Credits     | Prerequisites   |
| PSCC-609*                     | Personality Assessment                                  | 3           | PSCC-603, PSCL-603  |

|           |                                   |            |   |
|-----------|-----------------------------------|------------|---|
|           |                                   |            | Concurrent with PSCL-609                  |
| PSCL-609* | Personality Assessment Laboratory | 1.5        | Concurrent PSCC-609                       |
| PSCC-505  | Research Methodology              | 2          | PSYF-588                                  |
| PSCP-645* | Practicum IV                      | 1          | PSCP-635, PSCC-603,<br>PSCL-603, PSCC-504 |
|           | <b>TOTAL</b>                      | <b>7.5</b> |   |

| SECOND YEAR           |  |           |  |
|-----------------------|--|-----------|--|
| Third Session: SUMMER |  |           |  |
| Code                  | Course Title                               | Credits   | Prerequisites  |
| PSCT-660              | Master's Comprehensive Examination Part I  | 1         | Prerequisites: all courses with *<br>Concurrent PSCT-670 |
| PSCT-670              | Master's Comprehensive Examination Part II | 1         | Prerequisites: all courses with *<br>Concurrent PSCT-660 |
|                       | Elective                                   | 3         |  |
|                       | <b>TOTAL</b>                               | <b>5</b>  |  |
|                       | <b>TOTAL SECOND YEAR</b>                   | <b>24</b> |  |

| THIRD YEAR             |   |           |   |
|------------------------|---|-----------|---|
| First Session: FALL    |   |           |   |
| Code                   | Course Title  | Credits   | Prerequisites                             |
| PSCC-717               | Interventions in Health Psychology and Health Promotion | 3         | PSCF-501, PSYF-502,<br>PSCF-507, PSCC-500 |
| PSCC-719               | Counseling Intervention for Addictions                  | 3         | PSCF-501, PSYF-502,<br>PSCF-507, PSCC-500 |
| PSCC-723               | Contextual Therapies and Interventions                  | 3         | PSCF-501, PSYF-502,<br>PSCF-507, PSCC-500 |
|                        | Directed Elective                                       | 2         |   |
| PSCP-655               | Advanced Practicum V                                    | 1         | PSCP-645, PSCC-609,<br>PSCL-609           |
|                        | <b>TOTAL</b>  | <b>12</b> |   |
| Second Session: SPRING |   |           |   |
| Code                   | Course Title  | Credits   | Prerequisites                             |
| PSCC-715               | Qualitative Research Methods                            | 3         | PSCF-501, PSCC-505                        |
| PSCC-722               | Couples and Family Counseling and Psychotherapy         | 3         | PSCF-501, PSYF-502,<br>PSCF-507, PSCC-500 |
| PSCC-724               | Mind and Body Interventions                             | 3         | PSCC-717                                  |
| PSCP-715               | Doctoral Practicum I                                    | 1         | PSCC-717, PSCC-719,<br>PSCC-723           |
|                        | <b>TOTAL</b>  | <b>10</b> |   |
| Third Session: SUMMER  |   |           |   |
| Code                   | Course Title  | Credits   | Prerequisites                             |
| PSCC-703               | Diversity, Multicultural Approach, and Health           | 2         | PSCF-501, PSYF-502                        |
| PSCC-718               | Positive Psychology Models and Interventions            | 3         |   |
|                        | Directed Elective                                       | 3         |   |
|                        | <b>TOTAL</b>  | <b>8</b>  |   |
|                        | <b>TOTAL THIRD YEAR</b>                                 | <b>30</b> |   |
| FOURTH YEAR            |   |           |   |
| First Session: FALL    |   |           |   |
| Code                   | Course Title  | Credits   | Prerequisites                             |
| PSCC-714               | Quantitative Research Methods                           | 3         | PSCF-501, PSYF-568,<br>PSCC-505           |

|          |   |          |  |
|----------|---|----------|--|
| PSCC-725 | Wellness Intervention Programs: Development, Implementation, and Evaluation | 3        | PSCC-703, PSCC-717, PSCC-718, PSCC-723, PSCC-724                             |
| PSCP-716 | Doctoral Practicum II   | 1        | PSCP-715, PSCC-722, PSCC-723, PSCC-724, PSCC-718<br>Concurrent with PSCC-725 |
|          | Directed Elective   | 2        |  |
|          | <b>TOTAL</b>  | <b>9</b> |  |

| <b>Second Session: SPRING</b> |   |          |                          |
|-------------------------------|---|----------|--------------------------|
| Code                          | Course Title  | Credits  | Prerequisites            |
| PSCC-726                      | Strategies and Techniques in Supervision and Educational Models | 3        | PSCC-703                 |
| DISS-810                      | Doctoral Project/Dissertation A                                 | 0        | Concurrent with CPCE-800 |
| CPCE-800                      | Doctoral Candidacy Exam   | 0        |                          |
|                               | <b>TOTAL</b>  | <b>3</b> |                          |

| <b>Third Session: SUMMER</b> |  |           |               |
|------------------------------|--|-----------|---------------|
| Code                         | Course Title   | Credits   | Prerequisites |
| PSCC-701                     | Consultation and Interprofessional/Interdisciplinary Interaction | 2         | PSCF-501      |
| PSCF-700                     | History and Systems in Psychology                                | 2         |               |
|                              | <b>TOTAL</b>   | <b>4</b>  |               |
|                              | <b>TOTAL FOURTH YEAR</b>   | <b>16</b> |               |

**FIFTH YEAR**

| <b>First Session: FALL</b> |                                 |          |  |
|----------------------------|---------------------------------|----------|--|
| Code                       | Course Title                    | Credits  | Prerequisites                                    |
| CPIN-780                   | Internship A                    | 1        | CPCE-800, PSCC-701, PSCP-716, PSCC-725, PSCC-726 |
| DISS-820                   | Doctoral Project/Dissertation B | 0        | DISS-810   |
|                            | <b>Total</b>                    | <b>1</b> |  |

| <b>Second Session: SPRING</b> |                           |          |               |
|-------------------------------|---------------------------|----------|---------------|
| Code                          | Course Title              | Credits  | Prerequisites |
| CPIN-790                      | Internship B              | 1        | CPIN-730      |
|                               | <b>Total</b>              | <b>1</b> |               |
|                               | <b>TOTAL FIFTH YEAR</b>   | <b>2</b> |               |
|                               | <b>TOTAL PSYD CREDITS</b> |          | <b>100</b>    |



**DOCTOR OF PSYCHOLOGY (PSY.D) IN COUNSELING PSYCHOLOGY  
CURRICULAR REQUIREMENTS POSTMASTER  
(Effective Fall 2019)**

*Please refer to the Tuition and Fees section of this catalog for the costs associated with credits, laboratories, and practicums.*

|  |                   |
|--|-------------------|
| <b>Area I. Foundation Courses .....</b>  | <b>2 credits</b>  |
| PSCF-700 History and Systems of Psychology.....  | 2 credits         |
| <b>Area II. Concentration Courses .....</b>  | <b>34 credits</b> |
| PSCC-701 Consultation and Interprofessional/Interdisciplinary<br>Interaction.....            | 2 credits         |
| PSCC-703 Diversity, Multicultural Approach and Health .....                                  | 2 credits         |
| PSCC-714 Quantitative Research Methods.....  | 3 credits         |
| PSCC-715 Qualitative Research Methods .....  | 3 credits         |
| PSCC-717 Interventions in Health and Health Promotion .....                                  | 3 credits         |
| PSCC-718 Positive Psychology Models and Interventions.....                                   | 3 credits         |
| PSCC-719 Counseling Intervention for Addictions .....  | 3 credits         |
| PSCC-722 Couples and Family Counseling and Psychotherapy .....                               | 3 credits         |
| PSCC-723 Contextual Therapies and Interventions.....   | 3 credits         |
| PSCC-724 Mind and Body Interventions.....  | 3 credits         |
| PSCC-725 Wellness Interventions Programs: Development,<br>Implementation and Evaluation..... | 3 credits         |
| PSCC-726 Strategies and Techniques in Supervision and<br>Educational Models.....             | 3 credits         |
| <b>Area III. Practicums .....</b>  | <b>2 credits</b>  |
| PSCP-715 Doctoral Practicum I.....   | 1 credit          |
| PSCP-716 Doctoral Practicum II .....   | 1 credit          |
| <b>Area IV. Doctoral Candidacy Exam.....</b>   | <b>0 credits</b>  |
| CPCE-800 Doctoral Candidacy Exam .....   | 0 credits         |
| <b>Area V. Internship.....</b>   | <b>2 credits</b>  |
| CPIN-780 Internship A.....   | 1 credit          |
| CPIN-790 Internship B.....   | 1 credit          |
| <b>Area VI. Doctoral Research Project/ Dissertation.....</b>                                 | <b>0 credits</b>  |
| DISS-810 Doctoral Project/Dissertation A.....  | 0 credits         |
| DISS-820 Doctoral Project/Dissertation B .....   | 0 credits         |
| <b>Total Psy.D. Credits (Areas I – VI).....</b>  | <b>40 credits</b> |

**DOCTOR OF PSYCHOLOGY IN COUNSELING PSYCHOLOGY (Psy.D.) \***  
**CURRICULAR SEQUENCE – POSTMASTER ONLY**  
**(Effective Fall 2019)**

| <b>FIRST YEAR</b>             |   |           |  |
|-------------------------------|---|-----------|--|
| <b>First Session: FALL</b>    |   |           |  |
| Code                          | Course Title  | Credits   | Prerequisites                                    |
| PSCC-717                      | Interventions in Health Psychology and Health Promotion                     | 3         | ** PSCF-501, PSYF-502, PSCF-507, PSCC-500        |
| PSCC-719                      | Counseling Intervention for Addictions                                      | 3         | ** PSCF-501, PSYF-502, PSCF-507, PSCC-500        |
| PSCC-723                      | Contextual Therapies and Interventions                                      | 3         | ** PSCF-501, PSYF-502, PSCF-507, PSCC-500        |
| <b>TOTAL</b>                  |   | <b>9</b>  |  |
| <b>Second Session: SPRING</b> |   |           |  |
| Code                          | Course Title  | Credits   | Prerequisites                                    |
| PSCC-715                      | Qualitative Research Methods  | 3         | ** PSCF-501, PSCC-505                            |
| PSCC-722                      | Couples and Family Counseling and Psychotherapy                             | 3         | ** PSCF-501, PSYF-502, PSCF-507, PSCC-500        |
| PSCC-724                      | Mind and Body Interventions   | 3         | PSCC-717   |
| PSCP-715                      | Doctoral Practicum I  | 1         | PSCC-717, PSCC-719, PSCC-723                     |
| <b>TOTAL</b>                  |   | <b>10</b> |  |
| <b>Third Session: SUMMER</b>  |   |           |  |
| Code                          | Course Title  | Credits   | Prerequisites                                    |
| PSCC-703                      | Diversity, Multicultural Approach, and Health                               | 2         | ** PSCF-501, PSYF-502                            |
| PSCC-718                      | Positive Psychology Models and Interventions                                | 3         |  |
| <b>TOTAL</b>                  |   | <b>5</b>  |  |
| <b>SECOND YEAR</b>            |   |           |  |
| <b>First Session: FALL</b>    |   |           |  |
| Code                          | Course Title  | Credits   | Prerequisites                                    |
| PSCC-714                      | Quantitative Research Methods   | 3         | ** PSCF-501, PSYF-568, PSCC-505                  |
| PSCC-725                      | Wellness Intervention Programs: Development, Implementation, and Evaluation | 3         | PSCC-703, PSCC-717, PSCC-718, PSCC-723, PSCC-724 |
| PSCP-716                      | Doctoral Practicum II   | 1         | PSCP-715, PSCC-722, PSCC-724, PSCC-718           |

|  |              |          |                          |
|--|--------------|----------|--------------------------|
|  |              |          | Concurrent with PSCC-725 |
|  | <b>TOTAL</b> | <b>7</b> |                          |

| <b>Second Session: SPRING</b> |   |          |                          |
|-------------------------------|---|----------|--------------------------|
| Code                          | Course Title  | Credits  | Prerequisites            |
| PSCC-726                      | Strategies and Techniques in Supervision and Educational Models | 3        | PSCC-703                 |
| DISS-810                      | Doctoral Project/Dissertation A                                 | 0        | Concurrent with CPCE-800 |
| CPCE-800                      | Doctoral Candidacy Exam   | 0        |                          |
|                               | <b>TOTAL</b>  | <b>3</b> |                          |

| <b>Third Session: SUMMER</b> |  |          |               |
|------------------------------|--|----------|---------------|
| Code                         | Course Title   | Credits  | Prerequisites |
| PSCC-701                     | Consultation and Interprofessional/Interdisciplinary Interaction | 2        | ** PSCF-501   |
| PSCF-700                     | History and Systems in Psychology                                | 2        |               |
|                              | <b>TOTAL</b>   | <b>4</b> |               |

**THIRD YEAR**

| <b>First Session: FALL</b> |                                 |          |  |
|----------------------------|---------------------------------|----------|--|
| Code                       | Course Title                    | Credits  | Prerequisites                                    |
| CPIN-780                   | Internship A                    | 1        | CPCE-800, PSCC-701, PSCP-716, PSCC-725, PSCC-726 |
| DISS-820                   | Doctoral Project/Dissertation B | 0        | DISS-810   |
|                            | <b>Total</b>                    | <b>1</b> |  |

| <b>Second Session: SPRING</b> |              |           |               |
|-------------------------------|--------------|-----------|---------------|
| Code                          | Course Title | Credits   | Prerequisites |
| CPIN-790                      | Internship B | 1         | CPIN-730      |
|                               | <b>Total</b> | <b>1</b>  |               |
| <b>TOTAL PSYD CREDITS</b>     |              | <b>40</b> |               |

\*Postmaster. \*\*Prerequisites should be approved at Master level

## **PSY.D IN COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS**

### **PSCF-501 ETHICS AND PROFESSIONAL CONDUCT (2 credits)**

**PREREQUISITES:** None

This course introduces topics related to ethical and legal issues and professional conduct in the practice of counseling psychology. Analysis of value conflicts (including those that may reflect different cultural orientations), decision-making, maintenance of high professional standards, confidentiality, and standards for human research are some of the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and license requirements, will also be discussed.

### **PSYF-502 LIFE SPAN HUMAN DEVELOPMENT (2 credits)PREREQUISITES:**

None

The course reviewed theories and research in human growth and lifespan development. Students will review the biological, genetic, historical, sociocultural, economic, and psychological foundations of human development. Emphasis will be given to biological, social, emotional, and intellectual factors of normative development. Puerto Rican cultural factors in child rearing and development will be discussed. The topic of individual differences is emphasized throughout all units of the course. Students will be assisted in developing the knowledge and skills to apply the concepts acquired during the course in their clinical and research practice as psychologists.

### **PSCF-506 COGNITIVE AND AFFECTIVE ASPECT OF BEHAVIOR (2 credits)**

**PREREQUISITES:** None

This course will provide a review on current research and the major theories of cognition and affective processes that influence behavior. Topics include perception, attention, memory, learning, problem solving, reasoning, language, and emotion. Applications of these processes to clinical assessment and intervention are discussed. Each will be discussed from their biological, social, and psychological perspective and will likewise, explore the clinical applications and implications of the findings in counseling psychology. Discussion of different pathologies and deficits related to the cognitive and affective aspects of behavior will be addressed.

### **PSCF-507 DIAGNOSTIC AND INTERVENTION OF MENTAL DISORDERS (3 credits)**

**PREREQUISITES:** None

**COREQUISITES:** PSCF-501, PSCF-502, PSCC-500, PSCP-515

This course is designed to aid the student to become proficient in the understanding and application of psychopathology concepts considering the most recent Diagnostic and Statistical Manual of Mental Disorders and the pharmacological treatment corresponding to each psychological disorder. The student will be exposed to a critical view of the dysfunctional behavior classification using the DSM V diagnostic system, diagnostic interviews, assessment, including the mental status examination, bio psychosocial history, and treatment planning. Emphasis on differential diagnosis and understanding of how cultural, biological, social, psychopharmacology and psychological factors are necessary in an integral and ethical model of assessment and treatment planning.

### **PSYF-568 APPLIED INFERENTIAL STATISTICS (3 credits)**

**PREREQUISITES:** None

The course offers an introduction to inferential statistics in the context of psychological research. Students learn about appropriate parametric and non-parametric tests for different research designs and types of data collected. The topics covered include hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, the t-distribution, Chi square, and the U test, among others. A concurrent statistics lab will be required.

**PSYF-588 THEORY OF TEST AND TEST CONSTRUCTION (3 credits)****PREREQUISITES:** PSCF-505, PSCF-568,

This course presents the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales, with emphasis on the role of the professional in measuring behavior in the social sciences. Students will apply knowledge from the course to construct their own assessment instruments.

**PSCF-628 NEUROSCIENCE (3 credits)****PREREQUISITES:** None

This course provides a review of the major theories of cognition and affective aspects of behavior. The course will include a description of the physiological processes of human behavior, such as the structure of the neurological system, sensory systems, synaptic chemistry, and electrophysiology of encephalon. This course will also present different pathologies and deficits related to the cognitive and affective aspects of behavior.

**PSYF-630 SOCIAL ASPECTS OF BEHAVIOR (2 credits)****PREREQUISITES:** None

This course focuses on the theoretical bases of social psychology. Emphasis will be given to the relation between social psychology and behavior. The course will explore the extent to which social psychology is subject to variation within different cultural contexts. Relevant research concerning these topics will be analyzed in the existing literature. A socio-historical analysis will be considered also taking into consideration the colonial influence of the United States in Puerto Rico.

**PSCF-700 HISTORY AND SYSTEMS OF PSYCHOLOGY (2 credits)****PREREQUISITES:** None

This course reviews systems of psychological thought from an historical perspective as well as current psychological trends and fields of study. Special consideration is given to the development of discipline as a science from 1839 to the present. The philosophical development of the discipline in Puerto Rico and Latin America will also be reviewed.

**PSCC-500 THEORIES OF COUNSELING AND PSYCHOTHERAPY (3 credits)****PREREQUISITES:** None**COREQUISITES:** PSCF-501, PSYF-502, PSCF-507, PSCP-515

This course is designed to provide students with an opportunity to gain knowledge of the major theories, empirical foundations, and applications of counseling, psychotherapy, and personality theories and to familiarize themselves with the client conceptualization and treatment techniques used in each of the theories. Students will compare the major theories of counseling, psychotherapy in terms of their founders, views of human nature, personality, psychopathology, goals, therapeutic strategies, effectiveness, criticisms, multicultural applications, and future directions.

**PSCC-503 CONTEMPORARY APPROACHES TO COUNSELING PSYCHOLOGY (3 credits)****PREREQUISITES:** PSCF-501, PSYF-502, PSCF-507, PSCC-500

This course is designed to provide students with an opportunity to gain knowledge of the major contemporary theories and their personality theories, their empirical foundations, and their applications in counseling and psychotherapy. Students will compare the major theories of counseling, psychotherapy in terms of their founders, views of human nature, personality, psychopathology, goals, therapeutic strategies, effectiveness, criticisms, multicultural applications, and future directions.

**PSCC-504 STRENGTHS BASED APPROACHES TO PSYCHOTHERAPY (3 credits)****PREREQUISITES:** PSCC-503

Study of the strengths-based approaches in counseling and psychotherapy that focuses on the inherent strengths and resourcefulness of individuals that help clients to build on their best qualities, strengths and to improve their character and worldview. Students will assess and apply core concepts, assessment strategies, interventions, techniques, and research to enhance character strengths, positive emotions and mindset, prosocial behaviors, and well-being in their diverse clients.

**PSCC-505 RESEARCH METHODOLOGY (2 credits)****PREREQUISITES:** PSYF-588

The purpose of this course is to prepare students to be informed consumers of research literature and to provide foundational information for their efforts to be authors of research projects (e.g., dissertation, articles, and conference papers). The course is designed to introduce graduate students to the information and skills needed to critique and conduct research in counseling psychology. Instruction will include the essential procedures and concepts needed for the entire research process, from identifying the problem to writing the research report. Research techniques commonly used in counseling psychology will be introduced so that the student can develop an understanding of psychological research. The focus will be conceptual rather than computational. Statistical techniques will be dealt with to some degree since they are essential for designing and interpreting research.

**PSCC-603 COGNITIVE ASSESSMENT (3 credits)****PREREQUISITES:** PSCF-501, PSYF-502, PSYF-568, PSCF-506, PSCF-507**CONCURRENT:** PSYF-588, PSCL-603

This course provides fundamental knowledge about measurement and assessment theories specific to the field of intelligence. The basic principles of the application of measurement techniques will be studied and assessed as they relate to the administration, correction, and interpretation of intelligence tests to make full and comprehensive assessments. Some of the most important and current theories of cognitive development will also be discussed. Students are expected to develop skills in the administration, scoring, and clinical interpretation of the Wechsler Scales, the Raven Progressive Matrices, Bender Gestalt II, DHP, and Vineland Adaptive Behavior Scale II. Cultural factors influencing psychological assessment and suitability for Hispanic minorities are analyzed. This is a laboratory course.

**PSCL-603 COGNITIVE ASSESSMENT LABORATORY (1.5 credits)****PREREQUISITES:** PSCF-501, PSYF-502, PSYF-568, PSCF-506, PSCF-507**CONCURRENT:** PSYF-588, PSCL-603

This practice-based course will provide students with the skills to administer, interpret, and report the results of a battery of tests. Students will learn how to conduct a comprehensive assessment of the cognitive functioning of children, adolescents, and adults, with emphasis on the evaluation of intelligence using standardized and validated tests for Puerto Rico.

**PSCC-606 THEORIES OF CAREER COUNSELING (3 credits)****PREREQUISITES:** PSCF-501, PSYF-502

This is a foundational course dedicated to theoretical and applied topics in career development and career counseling. The course introduces students to career development theories, career counseling procedures and techniques, career assessment tools, career development planning, and sources of occupational information. Emphasis is placed on empirically based theories, theoretically based counseling interventions, and current issues in work and vocational counseling.

**PSCC-609 PERSONALITY ASSESSMENT (3 credits)****PREREQUISITES:** PSCC-603, PSCL-603**COREQUISITE:** PSCL-609

This course provides a critical analysis of the major theories of personality assessment and its application to measurement in different developmental levels relevant to the practice of counseling psychology. Assessments of wellness and third wave cognitive behavioral models will be reviewed. Students develop skills in the administration and clinical interpretation of objective personality and projective tests. Cultural sensitivity to the Puerto Rican population and other ethnic minorities will be considered, as well as research issues related to measurement and testing. Students will also have weekly practice sessions during class.

**PSCL-609 PERSONALITY ASSESSMENT LABORATORY (3 credits)****PRE-REQUISITES:** PSCC-603, PSCL-603**CO-REQUISITES:** PSCC-609

This course provides a critical analysis of the major theories of personality assessment and its application to measurement in different developmental levels, relevant to the practice of counseling psychology. The student is expected to develop skills in the administration and clinical interpretation of objective personality tests. Cultural sensitivity to the Puerto Rican population and other ethnic minorities will be considered, as well as research issues related to measurement and testing.

**PSCC-701 CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY INTERACTION (2 credits)**

**PREREQUISITE:** PSCF-501

The course aims to study the basic principles and fundamental theories and intervention models of professional psychological consultation. Emphasis is given to the different stages of the consultation process. Wellness and complementary and integrative models and its impact in consultation process will be revised. The students will be familiarized with a preventive model of consultation. Roles and functions of the Consultant within different contexts such as schools, the family and private industry are discussed. The purpose of the course is to acquaint the student with the basic spheres and goals of the professional consultation process and to provide the opportunity to apply the acquired knowledge to actual situations requiring the assistance of a consulting psychologist. Ethical controversies, diversity and multicultural models are also discussed.

**PSCC-703 DIVERSITY, MULTICULTURAL APPROACH, AND HEALTH (2 credits)****PREREQUISITE:** PSCF-501, PSYF-502

This course examines the theoretical aspects of diversity and the skills required by counseling psychologists to strengthen their awareness, knowledge, respect, sensibility, skills, cultural sensitivity, and competence to conduct clinical assessments, diagnoses, and treatment interventions with individuals, groups, and communities who represent various cultural and personal background and characteristics. Students will also discuss disparities in the quality and quantity of mental health care experienced by multicultural/cross-cultural and diverse individuals and groups. This includes an exploration of the dimensions of culture, ethnicity, lifestyle, religion/spirituality, gender, age, disability, sexual orientation, and identity development, as well as the effects of class and socioeconomic status and oppression on individuals and groups. Students will be encouraged to monitor and adjust their personal dynamics of oppression and discrimination toward self and diverse others.

**PSCC-714 QUANTITATIVE RESEARCH METHODS (3 credits)****PREREQUISITES:** PSCF-501, PSYF-568, PSCC-505

This course presents the basic principles and methods of scientific research in counseling psychology, wellness, and complementary and integrative health. Hypothesis testing, experimental design options, sample selection, control groups strategies, and criteria measures, data analysis and interpretation will be discussed. The course prepares the students to design research by applying rigorous scientific methodology. Also, the course provides opportunities for Psy D. in Counseling Psychology students to develop skills in data entry, and in conducting and interpreting inferential statistical analyses with categorical and continuous data using the SPSS program.

**PSCC-715 QUALITATIVE RESEARCH METHODS (3 credits)****PREREQUISITE:** PSCF-501, PSCC-505

This course presents the principal theories and practical foundations of qualitative methods and their application to research in different areas of the social sciences, especially counseling psychology. Historical background, ethical controversies, and paradigms, as well as contemporary perspectives, research strategies, compilation of data methodology, and the future of the discipline in the social sciences will be discussed. The course includes the revision and critical analysis of qualitative studies in the counseling psychology field and the contributions of Puerto Rican qualitative researchers.

**PSCC-717 INTERVENTIONS IN HEALTH PSYCHOLOGY AND HEALTH PROMOTION (3 credits)****PREREQUISITES:** PSCF-501, PSYF-502, PSCF-507, PSCC-500

This course provides students with an understanding of health psychology as a specialty within psychology that addresses behavioral factors in health and illness. The course will present an overview of health-promoting behaviors and interventions from the perspective of health psychology. Students will focus on behavioral interventions to modify risk factors for disease and illness, including the conceptual basis for each intervention, clinical trial data supporting its efficacy, and its application in the practice of health psychology. Emphasis will be given to the integration of wellness and complementary and integrative health in efforts to promote health. Research and research methodology on health psychology will be addressed. This course will support the role of counseling psychologists as active participants in the field of health psychology, disease prevention, health education, behavioral medicine, rehabilitation, and related areas. Issues related to Puerto Rican health models and the need for change will be addressed.

**PSCC-718 POSITIVE PSYCHOLOGY MODELS AND INTERVENTIONS (3 credits)**

**PREREQUISITES:** None

This course provides a review and analysis of the major concepts, themes, theories, current research, and applications in positive psychology. Students will be exposed to the major themes in the field. An overview of happiness; positive emotions; cognitive, interpersonal, and coping approaches; pro-social behavior; resilience; strength; well-being; and spirituality will be included. The course emphasizes state-of-the-art research results as well as the application of those results in different contexts, including individuals, groups, communities, and organizations. Positive psychology models and interventions in counseling psychology will be addressed, as will sensitivity to individual, developmental, gender, and sociocultural differences. Efforts to apply positive psychology in the context of Puerto Rico and Hispanic communities will also be covered.

**PSCC-719 COUNSELING INTERVENTION FOR ADDICTIONS (3 credits)PREREQUISITES:**

PSCF-501, PSYF-502, PSCF-507, PSCC-500

The course provides an overview of counseling intervention for addictions. Theories of addiction counseling and the application of these theories will be reviewed, including the wellness and complementary health paradigm. Students will gain knowledge about substances, sexual, eating, Internet and video game, and gambling addictions; affective relationships and relationship dependence; and compulsive behaviors. Topics such as addiction issues, diagnosis and assessment strategies, treatment planning, and individual and group counseling strategies with diverse populations will be covered. Special counseling issues and concerns related to various aspects of addiction counseling interventions will be covered. Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction.

**PSCC-722 COUPLES AND FAMILY COUNSELING AND PSYCHOTHERAPY (3 credits)**

**PREREQUISITES:** PSCF-501, PSYF-502, PSCF-507, PSCC-500

Through this course, students learn the major theories and techniques to intervene with couples and families as primary clients. Couples and family assessment and intervention strategies will be discussed and applied. Special emphasis will be given to interventions using wellness, complementary, and integrative health models. Dysfunctional behavior and the ramification of separation and divorce in couples and families will be explored. Couples and family interviewing techniques, genograms, and the assessment, intervention, and conceptualization of clinical cases from various theoretical perspectives will be emphasized. Discussion of the cultural and idiosyncratic aspects of Puerto Rican couples and families will also take place.

**PSCC-723 CONTEXTUAL THERAPIES AND INTERVENTIONS (3 credits)**

**PREREQUISITES:** PSCF-505, PSYF-502, PSCF-507, PSCC-500

The course focuses on the study of third wave cognitive behavioral models. Major theories and relevant research in this area of study will be discussed. Emphasis will be placed on strategies, interventions, and techniques and the conceptualization and development of treatment plans within the third wave behavioral models studied.

**PSCC-724 MIND AND BODY INTERVENTIONS (3 credits)**

**PREREQUISITES:** PSCC-507

This course offers a critical analysis of complementary and alternative medicine (CAM) and integrative health modalities, focused on mind and body interventions and their application to counseling psychology. A scientific review of the effectiveness and mechanisms of CAM and integrative health modalities will be made. Students will gain knowledge of the assessment, treatment, and referral process when integrating CAM. Also, legal, and ethical issues on integrating mind and body interventions in psychotherapy are reviewed.

**PSCC-725 WELLNESS INTERVENTION PROGRAMS: DEVELOPMENT, IMPLEMENTATION, AND EVALUATION (3 credits)**

**PREREQUISITES:** PSCC-703, PSCC-717, PSCC-718, PSCC'711, PSCC-724

This course trains students in the various principles of program development, implementation, and evaluation, with in-depth attention given to wellness and health promotion programs. Students will review theories, models, and strategies in program development, implementation, and evaluation. A review of the applicable federal and national laws, norms, and regulations will be provided. The content familiarizes the student with the complexities of the Puerto Rican sociopolitical environment, its relationship with individual and collective mental health, and its impact on administrative processes in the fields of mental health and program development.



**PSCC-726 STRATEGIES AND TECHNIQUES IN SUPERVISION AND EDUCATIONAL MODELS (3 credits)****PREREQUISITES:** PSCC-703

This practicum is part of the training program on Counseling Psychology. The complete training program provides an integrated clinical training experience that will increase intensity and complexity guided by a wellness and prevention paradigm. Students will establish a foundation for their professional role as effective and ethical counselors through the practice of counseling psychology competencies at novice level. Emphasis will be given to skills related to the development of appropriate interpersonal and professional roles, functions, and relationships, intellectual skills, attitudes, and values. Priority is given to the development of therapeutic relationships and professional performance. Also, self-care, clinical documentation, and therapeutic process with emphasis on the initial interview will be revised.

**PSCP-515 PRACTICUM I (1 credits)****PREREQUISITES:** None**COREQUISITES:** PSCF-501, PSYF-502, PSCC-500, PSCF507

This practicum will increase students' knowledge and competencies related to intellectual skills, interpersonal and professional attitudes and relationships, therapeutic alliances, professional performance, counseling psychology professional identity, and self-care. An overview will be provided of professional ethics, counseling psychology values, wellness and prevention models, clinical documentation, and the initial stages of the therapeutic process. The practicum will focus on basic training and the clinical experience of the initial interview, including mental status, psychosocial history, and diagnosis. During the practice experience, students will participate in training and activities related to their practice scenarios (case discussions, conferences, presentations, and workshops, among others). Students are expected to perform at the apprentice competency level (novice).

**PSCP-525 PRACTICUM II (1 credits)****PREREQUISITES:** PSCP-515, PSCF-501, PSYF-502, PSCC-500, PSCC-507**COREQUISITES:** PSCC-503

This practicum continues training on interpersonal relationships and therapeutic alliances. Professional performance skills advancement is provided through the practicum. Case conceptualization, diagnosis, treatment plans, evaluation, assessment, interventions, and clinical documentation will be discussed and practiced. Emphasis will be placed on evidence-based interventions within the complementary and integrative wellness and health model. During the practicum, students will participate in training and activities related to their practice scenarios (case discussions, conferences, presentations, and workshops, among others). At the end of the practicum, students must perform at the intermediate competency level.

**PSCP-635 PRACTICUM III (1 credits)****PREREQUISITES:** PSCP-525**COREQUISITES:** PSCC-504

Through this supervised practice, students will offer direct services to assigned clients in clinical, community, hospital, or educational settings, refining and integrating the assessment and therapeutic skills developed during the previous practicum and focusing on conceptualization, diagnostic formulation, intervention, and treatment planning skills. Students will integrate scientific knowledge and clinical practice, incorporating evidenced-based models with diverse populations. During the practicum, students will participate in training and activities related to their practice scenarios (case discussions, conferences, presentations, and workshops, among others). This practicum will serve to strengthen skills at the intermediate level.

**PSCP-645 PRACTICUM IV (1 credits)****PREREQUISITES:** PSCP-635, PSCC-603, PSCL-603, PSCC-504

This practicum continues training students in clinical competencies focused on conceptualization, diagnostic formulation, intervention, and treatment planning skills through placements at different clinical settings. Students will also practice assessment and evaluation skills through the administration, correction, interpretation, and integration, in a professional psychological report, of normative intelligence, perceptual, and adaptive tests results. Students will continue integrating scientific knowledge and clinical practice, incorporating evidence-based models with an emphasis on third-generation therapies, contextual behavioral therapies, and acceptance and mindfulness theoretical models and strategies. Interventions will focus on the integration of wellness and strengths-based models, complementary and integrative health, and health prevention and promotion strategies. During this supervised practice, clinical competencies will be strengthened at the advanced level. During the practicum, students will participate in training and activities

related to their practice scenarios at Albizu University and elsewhere, such as case discussions, conferences, presentations, and workshops, among others.

**PSCP-655 ADVANCED PRACTICUM V (1 credits)PREREQUISITE:**

PSCP-645, PSCC-609, PSCL-609

The purpose of this supervised practicum is to provide students with intermediate to advanced level professional training and continued experiences regarding individual's clinical interventions and/or career interventions, and others clinical competencies regarding conceptualization, diagnosis, and treatment plan skills. The students will integrate knowledge, competence and skills incorporating different evidence-based models and strategies. Application of evidence-based therapies, integrative health model, prevention, strength-based approaches, complementary therapies and contextual therapies in their clinical work is expected. Administration, scoring, clinical interpretation, and report writing of standardized cognitive and personality assessment, visual motor coordination tests, and adaptive behavior tests will be performed. Students will provide direct intervention and evaluation services to clients in different mental health scenarios. During the practicum, students will participate in training and activities related to their practice scenarios at Albizu University and elsewhere, such as case discussions, conferences, presentations, and workshops, among others.

**PSCP-715 DOCTORAL PRACTICUM I (1 credits)**

**PREREQUISITES:** PSCC-717, PSCC-719, PSCC-723

During this supervised doctoral practicum, students will refine and integrate the assessment and therapeutic skills regarding individual's clinical interventions and/or career interventions, and others clinical competencies regarding conceptualization, diagnosis, and treatment plan skills. The students will integrate knowledge and skills incorporating different models and traditional strategies. They should also apply and integrate contextual and third generation models in clinical interventions and interviews. Students will master and integrate the assessment and therapeutic skills developed during the previous practices. They will practice assessment and evaluation skills through the administration, correction, interpretation, and integration, in psychological professional reports, of normative intelligence, personality, perceptual and adaptive test results. Students will provide direct intervention and services to clients in different mental health scenarios.

**PSCP-716 DOCTORAL PRACTICUM II (1 credits)**

**PRE-REQUISITES:** PSCP-715, PSCC-722, PSCC-724, PSCC-718

**CO REQUISITES:** PSCC-725

During this doctoral supervised practicum, students will continue refine and integrate the assessment and therapeutic skills regarding individual's clinical interventions and/or career interventions, and others clinical competencies regarding, family/ couple therapy, group therapy, conceptualization, diagnosis, and treatment plan skills. The students will continue to integrate knowledge and skills incorporating different models and traditional strategies integrating contextual and third generation, and strengths-based models in clinical interventions and interviews.

**PSCT-660 MASTER'S COMPREHENSIVE EXAMINATION (FIRST PART) (1 credits)**

**PREREQUISITES:** PSCF-501, PSYF-502, PSCF-507, PSCC-500, PSCP'515, PSYF-568, PSCF-628, PSCC-503, PSCP-525, PSCF-506, PSCC-504, PSYF-588, PSCC-603, PSCL-603, PSCP-635, PSCC-609, PSCL-609, PSCP-645

**COREQUISITES:** PSCT-670

**PSCT-670 MASTER'S COMPREHENSIVE EXAMINATION (SECOND PART) (1 credits)**

**PREREQUISITES:** PSCF-501, PSYF-502, PSCF-507, PSCC-500, PSCP'515, PSYF-568, PSCF-628, PSCC-503, PSCP-525, PSCF-506, PSCC-504, PSYF-588, PSCC-603, PSCL-603, PSCP-635, PSCC-609, PSCL-609, PSCP-645

**CORREQUISITES:** PSCT-660

**CPCE-800 DOCTORAL CANDIDACY EXAM (0 credits)CPIN-780 INTERNSHIP A (1 credits)**

**PREREQUISITES:** CPCE-800, PSCC-701, PSCP716, PSCC-725, PSCC-726

**CPIN-790 INTERNSHIP B (1 credits)**

**PREREQUISITES:** CPIN-780

**DISS-810 DOCTORAL PROJECT/DISSERTATION A (0 credits)CONCURRENT: CPCE-800**

**DISS-820 DOCTORAL PROJECT/DISSERTATION B (0 credits)**

## DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (Ph.D.)

### MISSION

The Ph.D. program strives to be an exemplary and competitive clinical psychology program that develops culturally sensitive psychologists who master the required clinical and research skills to investigate mental health issues, particularly those associated with disadvantaged populations. Our educational philosophy is based on a holistic, dynamic, and integrated perspective, which is carried out through a balanced and interconnected sequence of didactic offerings, research opportunities, and experiential training placements.

### TRAINING MODEL

Since November 2010, we have used the Scientist-Practitioner training model. The model is an innovative approach that incorporates science and practice, whereby “each must continually inform the other” (Belar & Perry, 1992, p. 72). It is founded on the idea that psychologists should be trained as both scientists and practitioners (Jones & Mehr, 2007).

The goal of the model is to train psychologists who can apply psychological knowledge to their work with patients as well as possess the ability to move the field forward and generate fresh knowledge in the form of new empirical findings, new theories, or new treatment programs. A psychologist who blends the roles of a clinician and a researcher into one entity is practicing in accordance with the scientist-practitioner model. The model provides the student with broad experience and knowledge in the science of psychology as well as in related fields that form the foundations of psychology, therefore providing for the development of the knowledge, skills, and attitudes that encourage a scientific approach to practice (Jones & Mehr, 2007).

The Ph.D. in Clinical Psychology program aims to promote understanding of scientific methodology in clinical practice and decision-making; to evaluate and treat clients using evidence-based methods, tools, and techniques; to ensure that practice and approaches to clinical problems are informed by science; and to foster practice-based research. The program trains the broad range of core competencies in academic psychology in the substantive area of training in accordance with the American Psychological Association’s Standards of Accreditation for Health Service Psychology (2015).

The nine domains emphasized in this model are (1) Research, (2) Ethical and Legal Standards, (3) Individual and Cultural Diversity, (4) Professional Values, Attitudes, and Behaviors, (5) Communication and Interpersonal Skills, (6) Assessment, (7) Intervention, (8) Supervision, and (9) Consultation and Interprofessional/Interdisciplinary Skills. The program goals and objectives are based on these nine domains.

The program goals are:

- a) To train students in designing and conducting research and integrating it into clinical psychology in a culturally and ethically appropriate manner.
- b) To train students in applying knowledge, assessment skills, and clinical skills to the practice of psychology in a culturally and ethically appropriate manner.

The program consists of 99 credits, including 9 foundation courses, 19 concentration courses, 4 elective courses, 5 laboratories, 8 clinical practicum, 8 semesters of research practicums, a second-year project, a dissertation, and a comprehensive integrative examination. Students are required to submit the second-year project in article form to a professional peer-reviewed journal.

Both clinical and research competencies are integrated into the clinical and research practicum as well as into the core courses offered during the academic session. Practicum training is based on a developmental model that emphasizes the acquisition of competencies in a sequential, cumulative manner with increasing complexity and that is designed to prepare students for further structured training. The coursework also

follows a sequence of complexity.

## RESEARCH PRACTICUM

Students complete a research practicum during each term of the program. Doctoral-level research faculty supervise the practicums, through which we expect students to master the following research competencies:

- Knowledge of the APA and Puerto Rican Psychological Association Codes of Ethics.
- Ability to apply ethical principles in clinical research.
- Ability to perform literature reviews.
- Ability to use computers for research purposes (including data entry).
- Capacity to identify research problems, formulate research hypothesis, design a research plan, apply qualitative and quantitative research methodologies, and conduct and interpret statistical analyses.
- Ability to write research reports.
- Understanding of the role of social responsibility in the formulation of research problems.

The program follows a mentorship model in which students are assigned a research mentor, based on common research interests, upon entry to the program. The mentor helps the student develop the research skills necessary to develop and complete an individual second-year research project and subsequently a doctoral dissertation. By January of the second year, the student is expected to defend his/her second-year project proposal and to complete the project by January of the third year. The completed research project must be submitted for publication prior to applying for an internship.

## CLINICAL PRACTICUM

There are eight clinical practicum courses (I: PRAC-581, II-A: PRAC-582-A, II-B: PRAC-582-B, III: PRAC-583, IV-A: PRAC-584-A, IV-B, PRAC-584-B, V: PRAC-585, VI-A: PRAC-586-A, VI-B: PRAC-586-B, VII: PRAC-587, VIII-A: PRAC-588-A and VIII-B: PRAC-588-B), totaling 1,390 clinical practice hours.

In Clinical Practice I and II, didactic and clinical experiences are oriented to the development of personal, interpersonal, and communication skills along with basic skills of initial interviewing and case conceptualization using major psychological intervention models. In Clinical Practice III and IV, students practice basic skills in assessment, conceptualization, treatment plans, psychotherapy interventions, and conducting psychological evaluations in the areas of intelligence, perceptual motor skills, and adaptive behaviors. The developmental dimension is emphasized as students are exposed to different populations, including children, adolescents, and adults. Different models of conceptualization and therapy are incorporated, including behavioral, cognitive, and social-cultural approaches.

In Clinical Practice I, students begin by shadowing advanced students. In Clinical Practice II, they begin direct practice by seeing clients using the standardized patient at the Multi Station Training Program. In Clinical Practice III, they have a caseload of six clients. In Clinical Practice IV, they start including cases that involve psychological tests and psychotherapy. In Clinical Practice V through VIII (third and fourth years), students continue refining clinical skills through evidenced-based interventions with different clients and conditions and incorporate the evaluation of personality into the battery of psychological tests. Students interested in working in more specialized areas—such as health, SUD/OD, neuropsychology, or forensics—will be able to complete clinical practica in these areas in their third and fourth years after having mastered more basic and general clinical skills in years one and two.

The expected amount of clinical practice hours is detailed in the following table:

| Practicum Level                           | Minimum Requirements  | Clinical Hours Face to Face (Cumulative) | Clinical Hours (Assessment) | Clinical Supervision  | Indirect Hours | Didactic Hours | Total        |
|---|---|--|-----------------------------|-----------------------|----------------|----------------|--------------|
| <b>PRAC-581</b><br>(15 weeks) Fall        | 2 Shadow Cases  | 22<br>(11 Weeks)<br>(22)                 | N/A                         | 75<br>(5hrs Weekly)   | 30             | 15             | 142          |
| <b>PRAC-582 A</b><br>(15 weeks)<br>Spring | 2 Individual cases  | 22<br>(11 Weeks)<br>(44)                 | N/A                         | 60<br>(4hrs Weekly)   | 15             | 5              | 102          |
| <b>PRAC-582 B</b><br>(8 weeks)<br>Summer  | 3 Individual case   | 24<br>(68)                               | N/A                         | 32<br>(4 hrs. Weekly) | 8              | 5              | 69           |
| <b>PRAC-583</b><br>(15 weeks) Fall        | 6 Individual cases  | 90<br>(158)                              | N/A                         | 15                    | 8              | 5              | 118          |
| <b>PRAC-584 A</b><br>(15 weeks)<br>Spring | 3 Individual cases<br>4 Cognitive evaluations   | 45<br>(203)                              | 40                          | 15                    | 20             | 5              | 125          |
| <b>PRAC-584 B</b><br>(8 weeks)<br>Summer  | 4 Individual cases  | 32<br>(235)                              | N/A                         | 8                     | 20             | 5              | 65           |
| <b>PRAC-585</b><br>(15 weeks) Fall        | 5 Individual cases<br>4 Cognitive evaluations   | 75<br>(310)                              | 40                          | 15                    | 20             | 5              | 155          |
| <b>PRAC-586 A</b><br>(15 weeks)<br>Spring | 2 Individual cases<br>1 Family or Couples case*<br>3 Psychological or Psych-educational evaluations. *                          | 60<br>(370)                              | 42                          | 15                    | 20             | 5              | 142          |
| <b>PRAC-586 B</b><br>(8 weeks)<br>Summer  | 4 individual cases  | 32<br>(402)                              | N/A                         | 8                     | 20             | 5              | 65           |
| <b>PRAC-587</b><br>(15 weeks) Fall        | 3 Individual cases<br>1 Family or couple's case.<br>4 Psychological or Psych-educational evaluations.<br>2 Case consultations   | 75<br>(477)                              | 56                          | 15                    | 20             | 5              | 171          |
| <b>PRAC-588 A</b><br>(15 weeks)<br>Spring | 3 Individual cases<br>1 Family or couple's case.<br>4 Psychological or psych-educational evaluations. *<br>2 Case consultations | 60<br>(552)                              | 42                          | 15                    | 20             | 5              | 171          |
| <b>PRAC-588 B</b><br>(8 weeks)<br>Summer  | 4 individual cases  | 32<br>(584)                              | N/A                         | 8                     | 20             | 5              | 65           |
| <b>Total</b>                              |   | <b>584</b>                               | <b>234</b>                  | <b>281</b>            | <b>221</b>     | <b>70</b>      | <b>1,390</b> |

\* If student has the required course

For the clinical practicums, progressive mastery of the following competencies is expected:

- Skill in performing interviews.
- Ability to integrate ethical principles into clinical practice.
- Knowledge of professional guidelines and standards.
- Self-awareness of interpersonal skills.
- Capacity to diagnose mental disorders and other deviant conditions.
- Skill in planning treatments.
- Skill in applying short- and long-term psychotherapeutic interventions.
- Skill in behavioral-cognitive and multi-modal therapies.
- Ability to apply empirically supported interventions.
- Ability to administer, score, and interpret intelligence, perceptual, personality, and adaptive tests.

Each student is also required to successfully complete a clinical case presentation as an outcome of readiness for internship. This requirement must be fulfilled any time between the fifth and sixth practicum. As of the 2013 Fall term, the successful completion of a clinical case presentation will have a weight of 25% of the Ph.D. in Clinical Psychology program requirements for the readiness for internship and the completion of program requirements. The remaining 75% will be attributed to the Doctoral Comprehensive Integrative Examination.

For a student to progress academically, he or she must maintain a minimum cumulative GPA of 3.20, pass the clinical and research practicum, pass the Doctoral Comprehensive Integrative Examination, and comply with the ethical standards of the profession.

## **TRAINING GOALS**

The main goals of the Ph.D. in Clinical Psychology program are:

- a) To train students in designing and conducting research and integrating it into clinical psychology in a culturally and ethically appropriate manner.
- b) To train students in applying knowledge, assessment skills, and clinical skills to the practice of psychology in a culturally and ethically appropriate manner.

## **TRAINING OBJECTIVES**

The program has nine training objectives. Upon successful completion of all academic courses and practice, the students will be able to demonstrate competence in the following profession-wide competencies:

### *Competency #1: Research*

1. Demonstrate the substantially independent ability to formulate research or other scholarly activities that contribute to the scientific, psychological, or professional knowledge base.
2. Conduct research or other scholarly activities.
3. Critically evaluate and disseminate research or other scholarly works.

*Competency #2: Ethical and legal standards*

1. Be knowledgeable of and act in accordance with the American Psychological Association (APA) and the Examining Board of Psychologists of Puerto Rico Ethical Principles and Codes of Conduct, as well as national and federal laws, rules, regulations, and professional standards and guidelines relevant to health service psychology.
2. Recognize ethical dilemmas and apply ethical decision-making processes.
3. Conduct all professional activities in an ethical manner.

*Competency #3: Individual and cultural diversity*

1. Identify and understand personal and cultural attitudes and biases and their impact in interactions with others.
2. Demonstrate familiarity with the current theoretical and empirical knowledge base as it relates to addressing diversity.
3. Integrate awareness and knowledge of individual and cultural differences in professional conduct and roles within the community.

*Competency #4: Professional values, attitudes, and behavior*

1. Behave in ways that reflect the values and attitudes of psychology.
2. Engage in self-reflection and in activities to maintain and improve performance, wellbeing, and professional effectiveness.
3. Actively seek and demonstrate openness and responsiveness to feedback and supervision.
4. Respond professionally in increasingly complex situations with a progressively greater degree of independence.

*Competency #5: Communication and interpersonal skills*

1. Develop and maintain effective relationships with a wide range of individuals.
2. Produce and comprehend oral, nonverbal, and written communications.
3. Demonstrate effective interpersonal skills.

*Competency #6: Assessment*

1. Select and apply assessment methods that draw from empirical literature; collect relevant data using multiple sources and methods.
2. Interpret assessment results to inform case conceptualization, classification, and recommendations.
3. Communicate findings in an accurate and effective manner.

*Competency #7: Intervention*

1. Establish and maintain effective relationships with the recipients of psychological services.
2. Develop evidence-based intervention plans specific to the service delivery goals.



3. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
4. Demonstrate the ability to apply the relevant research literature to clinical decision-making.
5. Modify and adapt evidence-based approaches effectively when a clear evidence base is lacking.
6. Evaluate intervention effectiveness on an ongoing basis and adapt goals and methods as needed.

*Competency #8: Supervision*

1. Demonstrate knowledge of supervision models and practices.

*Competency #9: Consultation and interprofessional/interdisciplinary skills*

1. Demonstrate knowledge of and respect for the roles and perspectives of other professions.
2. Demonstrate knowledge of consultation models and practices.

**PROGRAM OBJECTIVES**

Upon completion of the program, students will also be expected to demonstrate discipline-specific knowledge in:

- History and systems of psychology
- Basic content areas in scientific psychology
- Affective, biological, cognitive, developmental, and social aspects of behavior
- Research and quantitative methods
- Advanced integrative knowledge in scientific psychology
- Advanced integrative knowledge of basic discipline-specific content areas
- Research methods
- Quantitative methods
- Psychometrics

**PROGRAM LENGTH AND RESIDENCY REQUIREMENTS**

The program is designed to be completed in five years, including four years of academic training (including the doctoral comprehensive examination and dissertation) and one year of a clinical psychology internship. At least two of the four academic training years must be at the San Juan Campus of Albizu University and at least one of those must be in full-time residence at the San Juan Campus.

All Ph.D. in Clinical Psychology students must complete the degree requirements within a period of seven years. After seven years, students may request an extension from the Chancellor. Although the program can be completed in five years, students typically complete the program in six-and-a-half years.

**STUDENT PERFORMANCE EVALUATION, FEEDBACK, AND ADVISEMENT**

Each Ph.D. student receives a written evaluation once a year via letters containing the following reports: A research progress report.

- A clinical progress reports.
- An academic progress reports.

Together, these documents provide information on all aspects of the student's performance.

The research progress report and clinical progress report letters are personally handed to each student by his or her research and clinical supervisors and are also sent to the student by email. The students must sign a document stating that the research and clinical progress reports were received. The academic progress report letter is sent by email and by mail to each student. Copies of all three letters are placed in the student's record at the Registrar's Office.

During each term, faculty and clinical and research supervisors provide ongoing feedback to students on their clinical and research competencies. All courses, research projects, and clinical practices include formal mid-of-term and end-of-term written evaluations of competencies. If areas of difficulty are identified, faculty or supervisors document specific recommendations or remedial activities that should be accomplished during the next session. Students are encouraged to discuss academic problems as well as their end-of-term feedback with their faculty advisors and professional counselors.

Every student meets with his or her advisor to monitor academic and clinical progress and to prepare for the next term. The student is responsible for ensuring the timely completion of program requirements.

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documents

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having completed a bachelor's degree in a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average** of 3.25 on a 4.00 scale.
3. **Official transcripts** from *all* previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*
4. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official recommendation form:*

Spanish version:

<https://www.albizu.edu/wp-content/uploads/2020/06/CARTA-DE-RECOMENDACION-EN-ESPA%C3%91OL-SJU-Rev.2019.pdf>

English version:

[https://www.albizu.edu/wp-content/uploads/dlm\\_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf](https://www.albizu.edu/wp-content/uploads/dlm_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf)

5. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a

resident during the past five years.

6. An original **Health Certificate**, no more than one year old.
7. Proof of **Hepatitis B vaccination**.
8. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
9. Results of an **interview with program faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the Ph.D. in Clinical Psychology program faculty.
10. A **Statement of Purpose**, written at the time of the interview (for those candidates invited for an interview). The statement of purpose serves to verify the candidate's interest in the Ph.D. in Clinical Psychology program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.
11. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <https://www.albizu.edu/international-students/>
12. **Any additional documents** that may be required by the Ph.D. in Clinical Psychology program at a future date, as specified at the time of application to the program.

The program reserves the right to admit candidates with exceptional characteristics.

### **Admission Procedures**

1. Candidates must submit all required documents by the established deadline.
2. The Admissions Committee will prepare an initial evaluation for every applicant and will assign a preliminary score to each one based on the criteria and relative values established by the Ph.D. in Clinical Psychology program. Candidates who qualify will receive an invitation for an interview with program faculty.
3. Selected applicants will be informed of the place, time, and day of the interview.
4. The Admissions Committee will complete the evaluation process of each candidate who has been interviewed and assign a final score based on the criteria and relative values established by the program.
5. A letter of notification with the determination of the Admissions Committee will be sent to each applicant.

### **IDENTITY VERIFICATION**

All admitted students are required to present a current ID card for identity verification purposes.

### **REQUIREMENTS FOR THE PH.D. IN CLINICAL PSYCHOLOGY DEGREE**

1. A cumulative grade point average (CGPA) of 3.25 or higher on a 4.00 scale.

2. No grades of "C" or lower in any course.
3. Completion of a minimum of three years of full-time residency in the program.
4. Satisfactory completion of 99 credits.
5. Satisfactory completion of at least 1,390 hours of practicum in I: PRAC-581, II-A: PRAC-582-A, II-B: PRAC-582-B, III: PRAC-583, IV-A: PRAC-584-A, IV-B, PRAC-584-B, V: PRAC-585, VI-A: PRAC-586-A, VI-B: PRAC-586-B, VII: PRAC-587, VIII-A: PRAC-588-A and VIII-B: PRAC-588-B.
6. Satisfactory completion and approval of the second-year project.
7. Satisfactory completion of the Doctoral Integrative Examination (PHCP-830), with no more than two (2) NPs.
8. Satisfactory completion and approval of a doctoral project or dissertation; if applicable, candidates must obtain written approval prior to collecting data from the Research Training Program for having met the standards for research design and, for dissertations or projects with human participants, from the Internal Review Board for ethical practice in research involving human subjects (please see the *Dissertation Manual* and *IRB Procedures Manual*).
9. No more than one (1) NP, W, or AW in any seminar, laboratory, or clinical practicum.
10. No more than one (1) NP in a dissertation or doctoral project, whether consecutive or not.
11. Satisfactory completion of a 2,000-hour pre-doctoral internship in clinical psychology on a full-time basis (40 hours per week) during a one-year period or part-time (20 hours per week) during a two-year period in a facility approved by the program.
12. Fulfillment of all institutional obligations.
13. Good standing in the program, i.e., no disciplinary action pending or academic or practicum probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again.
14. Recommendation from the program faculty for the doctoral degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*.

## EDUCATION/TRAINING OUTCOMES AND INFORMATION

Please note that the American Psychological Association (APA) requires the information that follows to be updated every year. For the most recent update, please refer to the Ph.D. in Clinical Psychology section of the Albizu website: <file:///C:/Users/albizu/Downloads/RC26Ddata.pdf>

Domain G of the *Guidelines and Principles for Accreditation of Programs in Professional Psychology* requires that doctoral graduate programs provide potential students, current students, and the public with accurate information on the program and on program expectations. This information is meant to describe the program accurately and completely, include education and training outcomes, and be presented in a manner that allows applicants to make informed and comparative decisions about entering the program.

The APA's Committee on Accreditation believes that, as of January 1, 2011, all doctoral programs should therefore minimally provide the following information regarding education and training outcomes and accurate program descriptions to potential students in its public documents including its website, if it has one; time to program completion; costs (tuition and fees); internship acceptance rates; fellowships and other funding available, and student attrition rates.

In compliance with the regulations and in conformity with the guidelines and principles, the Ph.D. in Clinical Psychology program of Albizu University, San Juan Campus, presents full-disclosure data on education/training outcomes. The tables, both in format and in content, are composed of data provided to APA in the Albizu annual reports for the designated academic years. It is our spirit to present these tables accurately, in a comparable format to other accredited Ph.D. programs, and to provide a friendly reading that allows comparisons.

### Time to Completion for all Students Entering the Program

| Outcome   | Year in which Degrees were Conferred |    |           |     |           |     |           |      |           |      |           |    |           |    |           |    |           |    |           |    | Total |    |
|---|--------------------------------------|----|-----------|-----|-----------|-----|-----------|------|-----------|------|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-------|----|
|   | 2011-2012                            |    | 2012-2013 |     | 2013-2014 |     | 2014-2015 |      | 2015-2016 |      | 2016-2017 |    | 2017-2018 |    | 2018-2019 |    | 2019-2020 |    | 2020-2021 |    |       |    |
| Total number of students with doctoral degree conferred on transcript | 24                                   | 13 | 26        | 31  | 25        | 14  | 12        | 14   | 20        | 22   | 201       |    |           |    |           |    |           |    |           |    |       |    |
| Mean number of years to complete the program                          | 6                                    | 6  | 6         | 6.4 | 6.26      | 7.4 | 6.64      | 6.98 | 6.76      | 6.82 | 5.9       |    |           |    |           |    |           |    |           |    |       |    |
| Median number of years to complete the program                        | 6                                    | 7  | 6         | 6   | 5.5       | 6   | 6.79      | 6.79 | 6.88      | 6.88 | 6.39      |    |           |    |           |    |           |    |           |    |       |    |
| Time to Degree Ranges   | N                                    | %  | N         | %   | N         | %   | N         | %    | N         | %    | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N     | %  |
| Students in less than 5 years   | 0                                    | 0  | 0         | 0   | 0         | 0   | 1         | 3    | 0         | 0    | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  | 0     | 0  |
| Students in 5 years   | 10                                   | 42 | 5         | 38  | 10        | 38  | 6         | 19   | 12        | 48   | 3         | 21 | 2         | 17 | 1         | 7  | 0         | 0  | 0         | 0  | 49    | 24 |
| Students in 6 years   | 6                                    | 25 | 1         | 8   | 9         | 35  | 13        | 42   | 8         | 32   | 2         | 14 | 7         | 58 | 4         | 29 | 8         | 40 | 8         | 36 | 66    | 33 |
| Students in 7 years   | 3                                    | 13 | 3         | 23  | 1         | 4   | 6         | 19   | 2         | 8    | 6         | 43 | 1         | 8  | 6         | 43 | 9         | 45 | 6         | 27 | 43    | 21 |
| Students in more than 7 years   | 5                                    | 21 | 4         | 31  | 6         | 23  | 5         | 16   | 3         | 12   | 3         | 21 | 2         | 17 | 3         | 21 | 3         | 15 | 8         | 36 | 42    | 21 |

**Program Costs**

| Description   | 2021 - 2022 1 <sup>st</sup> Year Cohort Cost |
|---|--|
| Tuition for full-time students (in-state)                             | \$15,025                                     |
| Tuition for full-time students (out-of-state)                         | \$15,025                                     |
| Tuition per credit hour for part-time students <i>(if applicable)</i> | \$311  |
| University/institution fees or costs                                  | \$1,785                                      |
| Additional estimated fees or costs (e.g., books, travel, etc.)        | \$1,000                                      |

**Internship Placement - Table 1**

| Outcome  | Year Applied for Internship |     |           |     |           |     |           |    |           |    |           |     |           |    |           |    |           |    |           |    |
|--|-----------------------------|-----|-----------|-----|-----------|-----|-----------|----|-----------|----|-----------|-----|-----------|----|-----------|----|-----------|----|-----------|----|
|  | 2011-2012                   |     | 2012-2013 |     | 2013-2014 |     | 2014-2015 |    | 2015-2016 |    | 2016-2017 |     | 2017-2018 |    | 2018-2019 |    | 2019-2020 |    | 2020-2021 |    |
|  | N                           | %   | N         | %   | N         | %   | N         | %  | N         | %  | N         | %   | N         | %  | N         | %  | N         | %  | N         | %  |
| Students who obtained APA/CPA-accredited internships   | 0                           | 0   | 1         | 3   | 4         | 14  | 7         | 27 | 8         | 53 | 9         | 82  | 16        | 70 | 19        | 73 | 19        | 70 | 13        | 68 |
| Students who obtained APPIC member internships that were not APA/CPA-accredited <i>(if applicable)</i>                               | 4                           | 18  | 9         | 26  | 6         | 21  | 2         | 8  | 5         | 33 | 2         | 18  | 3         | 13 | 1         | 4  | 1         | 4  | 3         | 16 |
| Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited <i>(if applicable)</i> | 0                           | 0   | 0         | 0   | 0         | 0   | 0         | 0  | 0         | 0  | 0         | 0   | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  |
| Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited <i>(if applicable)</i>             | 0                           | 0   | 0         | 0   | 0         | 0   | 0         | 0  | 0         | 0  | 0         | 0   | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  |
| Students who obtained other internships that were not APA/CPA-accredited <i>(if applicable)</i>                                      | 18                          | 82  | 24        | 71  | 18        | 64  | 11        | 42 | 1         | 7  | 0         | 0   | 0         | 0  | 0         | 0  | 0         | 0  | 0         | 0  |
| Students who obtained any internship   | 22                          | 100 | 34        | 100 | 28        | 100 | 20        | 77 | 14        | 93 | 11        | 100 | 19        | 83 | 20        | 77 | 20        | 74 | 16        | 84 |
| Students who sought or applied for internships including those who withdrew from the application process                             | 22                          | -   | 34        | -   | 28        | -   | 26        | -  | 15        | -  | 11        | -   | 23        | -  | 26        | -  | 27        | -  | 19        | -  |

\*Cell should only include students who applied for internship and are included in applied cell count from "Internship Placement - Table 1"

### Attrition

| Variable   | Year of First Enrollment |    |           |    |           |    |           |    |           |    |           |    |           |     |           |    |           |    |           |    |
|--|--------------------------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|-----|-----------|----|-----------|----|-----------|----|
|  | 2011-2012                |    | 2012-2013 |    | 2013-2014 |    | 2014-2015 |    | 2015-2016 |    | 2016-2017 |    | 2017-2018 |     | 2018-2019 |    | 2019-2020 |    | 2020-2021 |    |
|  | N                        | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %  | N         | %   | N         | %  | N         | %  | N         | %  |
| Students for whom this is the year of first enrollment (i.e. new students)         | 31                       | -  | 30        | -  | 30        | -  | 36        | -  | 23        | -  | 22        | -  | 20        | -   | 25        | -  | 25        | -  | 25        | -  |
| Students whose doctoral degrees were conferred on their transcripts                | 19                       | 61 | 18        | 60 | 17        | 57 | 13        | 36 | 9         | 39 | 0         | 0  | 0         | 0   | 0         | 0  | 0         | 0  | 0         | 0  |
| Students still enrolled in program   | 0                        | 0  | 1         | 3  | 6         | 20 | 7         | 19 | 8         | 35 | 18        | 82 | 20        | 100 | 23        | 92 | 22        | 88 | 23        | 92 |
| Students no longer enrolled for any reason other than conferral of doctoral degree | 12                       | 39 | 11        | 37 | 7         | 23 | 16        | 44 | 6         | 26 | 4         | 18 | 0         | 0   | 2         | 8  | 3         | 12 | 2         | 8  |

### Licensure

| Outcome   | 2011 to 2021 |
|---|--------------|
| Total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago           | <b>146</b>   |
| The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years | <b>144</b>   |
| Licensure percentage  | <b>99%</b>   |

**DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (Ph.D.)  
CURRICULAR REQUIREMENTS  
(Effective Fall 2015)**

*Please refer to the Tuition and Fees section of this catalog for the costs associated with credits, laboratories, and practicums.*

|  |                   |
|--|-------------------|
| <b>AREA I. Clinical Courses .....</b>  | <b>57 credits</b> |
| PHCE-756 Emotions and Cognitions: A Human Development Perspective .....                        | 3 credits         |
| PHCP-500 Theories of Learning and Motivation .....   | 3 credits         |
| PHCP-505 Ethics in Clinical Practice and Research .....  | 3 credits         |
| PHCP-528 Techniques of Psychotherapy and Comparative Theories<br>of Personality .....          | 3 credits         |
| PHCP-529 Professional Seminar in Clinical Fundamentals .....                                   | 3 credits         |
| PHCP-540 Life Span Human Development .....   | 3 credits         |
| PHCP-548 Advanced Techniques of Psychotherapy .....  | 3 credits         |
| PHCP-585 Psychopathology I .....   | 3 credits         |
| PHCP-587 Advanced Psychopathology .....  | 3 credits         |
| PHCP-612 History and Systems of Psychology .....   | 3 credits         |
| PHCP-527 Cognitive and Behavioral Therapy: Child and Adolescent .....                          | 3 credits         |
| PHCL-527 Cognitive and Behavioral Therapy: Child and Adolescent (LAB) .....                    | 0 credits         |
| PHCP-628 Neuroscience Approach of Cognitive and Affective Aspects<br>of Behavior .....         | 3 credits         |
| PHCP-634 Cross-Cultural Psychotherapy: Multicultural and Individual Diversity .....            | 3 credits         |
| PHCP-643 Psychotherapy Research in Clinical Practice .....                                     | 3 credits         |
| PHCP-661 Social Psychology with Emphasis on Puerto Rico .....                                  | 3 credits         |
| PHCP-713 Techniques and Strategies of Clinical Supervision and Consultation .....              | 3 credits         |
| PSYC-749 Psychopharmacology .....  | 3 credits         |
| PHCP-750 Trauma: Psychological Perspectives .....  | 3 credits         |
| PHCP-754 Health Psychology: Cognitive, Affective and Physiological<br>Bases for Behavior ..... | 3 credits         |
| <b>Assessment Courses .....</b>  | <b>6 credits</b>  |
| PSAC-603 Assessment of Intelligence .....  | 3 credits         |
| PSDL-603 Assessment of Intelligence (LAB) .....  | 0 credits         |
| PHCP-681 Assessment of Personality I .....   | 3 credits         |
| PHCL-681 Assessment of Personality I (LAB) .....   | 0 credits         |
| <b>AREA II. Research Courses .....</b>   | <b>21 credits</b> |
| RMIC-826 Statistics I .....  | 3 credits         |
| RMSL-826 Statistics I (LAB) .....  | 0 credits         |
| PHCP-588 Theory of Tests and Test Construction .....   | 3 credits         |
| RMIC-825 Research Design and Program Evaluation .....  | 3 credits         |
| RMIC-824 Techniques of Correlation and Multiple Regression .....                               | 3 credits         |
| RMSL-824 Techniques of Correlation and Multiple Regression (LAB) .....                         | 0 credits         |
| RMIC-829 Advanced Statistics .....   | 3 credits         |
| RMIC-875 Qualitative Research Design .....   | 3 credits         |
| RMIC-830 Cross-Cultural and Advanced Methods of Measurement<br>and Evaluation .....            | 3 credits         |



|  |                   |
|--|-------------------|
| <b>AREA III. Practicums .....</b>  | <b>0 credits</b>  |
| <b>Clinical Practices</b>  |                   |
| PRAC-591 Clinical Practicum I .....                                      | 0 credits         |
| PRAC-592A Clinical Practicum IIA .....                                   | 0 credits         |
| PRAC-592B Clinical Practicum IIB .....                                   | 0 credits         |
| PRAC-593 Clinical Practicum III .....                                    | 0 credits         |
| PRAC-594A Clinical Practicum IVA .....                                   | 0 credits         |
| PRAC-594B Clinical Practicum IVB .....                                   | 0 credits         |
| PRAC-595 Clinical Practicum V .....                                      | 0 credits         |
| PRAC-596A Clinical Practicum VIA .....                                   | 0 credits         |
| PRAC-596B Clinical Practicum VIB .....                                   | 0 credits         |
| PRAC-597 Clinical Practicum VII .....                                    | 0 credits         |
| PRAC-598A Clinical Practicum VIIIA .....                                 | 0 credits         |
| PRAC-598B Clinical Practicum VIIIB .....                                 | 0 credits         |
| PRAC-901A Optional Clinical Practicum (Spring or Fall sessions) .....    | 0 credits         |
| PRAC-901SU Optional Clinical Practicum (Summer session) .....            | 0 credits         |
| <b>Research Practices</b>  |                   |
| RPIC-671 Research Practice – Fall Year 1 .....                           | 0 credits         |
| RPIC-671 Research Practice – Spring Year 1 .....                         | 0 credits         |
| RPIC-671 Research Practice – Summer Year 1 .....                         | 0 credits         |
| RPIC-671 Research Practice – Fall Year 2 .....                           | 0 credits         |
| RPIC-671 Research Practice – Spring Year 2 .....                         | 0 credits         |
| RPIC-671 Research Practice – Summer Year 2 .....                         | 0 credits         |
| RPIC-671 Research Practice – Fall Year 3 .....                           | 0 credits         |
| RPIC-671 Research Practice – Spring Year 3 .....                         | 0 credits         |
| RPIC-671 Research Practice – Summer Year 3 .....                         | 0 credits         |
| <b>AREA IV. Electives .....</b>  | <b>12 credits</b> |
| <b>AREA V. PHCP-830 Doctoral Integrative Examination .....</b>           | <b>0 credits</b>  |
| <b>AREA VI. PSIN-890 Clinical Psychology Internship .....</b>            | <b>0 credits</b>  |
| <b>AREA VII. DISS-870 Doctoral Dissertation .....</b>                    | <b>0 credits</b>  |
| <b>AREA VIII. Seminars and Workshops .....</b>                           | <b>0 credits</b>  |
| SEMM-531 APA Writing Style Seminar .....                                 | 0 credits         |
| PHCE-755 Conceptualization and Formulation Seminar – Fall Year 2 .....   | 0 credits         |
| PHCE-755 Conceptualization and Formulation Seminar – Spring Year 2 ..... | 0 credits         |
| PHCE-755 Conceptualization and Formulation Seminar – Fall Year 3 .....   | 0 credits         |
| PHCE-755 Conceptualization and Formulation Seminar – Spring Year 3 ..... | 0 credits         |
| PHCE-755 Conceptualization and Formulation Seminar – Fall Year 4 .....   | 0 credits         |
| PHCE-755 Conceptualization and Formulation Seminar – Spring Year 4 ..... | 0 credits         |
| <b>Total Academic Credits .....</b>                                      | <b>96 credits</b> |
| <b>Total Practicum Credits .....</b>                                     | <b>0 credits</b>  |

## COURSES REQUIRED FOR A MASTER'S DEGREE DIPLOMA

|  |                |
|--|----------------|
| PHCP-500 Theories of Learning and Motivation .....                                     | 3 credits      |
| PHCP-505 Ethics in Clinical Practice and Research .....                                | 3 credits      |
| PHCP-528 Techniques of Psychotherapy and Comparative Theories<br>of Personality .....  | 3 credits      |
| PHCP-585 Psychopathology I .....   | 3 credits      |
| PHCP-587 Advanced Psychopathology .....  | 3 credits      |
| PHCP-540 Life Span Human Development .....   | 3 credits      |
| PHCP-612 History and Systems of Psychology .....                                       | 3 credits      |
| PHCP-548 Advanced Techniques of Psychotherapy .....                                    | 3 credits      |
| PHCP-527 Cognitive and Behavioral Therapy: Child and Adolescent .....                  | 3 credits      |
| PHCL-527 Cognitive and Behavioral Therapy: Child and Adolescent (LAB) .....            | 0 credits      |
| PHCP-661 Social Psychology with Emphasis on Puerto Rico .....                          | 3 credits      |
| PHCP-634 Cross Cultural Psychotherapy: Multicultural and Individual Diversity.....     | 3 credits      |
| PSAC-603 Assessment of Intelligence.....   | 3 credits      |
| PSDL-603 Assessment of Intelligence (LAB) .....  | 0 credits      |
| PHCP-681 Personality Assessment .....  | 3 credits      |
| PHCL-681 Personality Assessment (LAB).....   | 0 credits      |
| RMIC-824 Techniques of Correlation and Multiple Regression.....                        | 0 credits      |
| RMSL-824 Techniques of Correlation and Multiple Regression (LAB) .....                 | 0 credits      |
| RMIC-826 Statistics I .....  | 3 credits      |
| RMSL-826 Statistics I (LAB) .....  | 0 credits      |
| PHCP-588 Theory of Tests and Test Construction .....                                   | 3 credits      |
| RMIC-825 Research Design and Program Evaluation.....                                   | 3 credits      |
| PHCP-643 Psychotherapy Research in Clinical Practice .....                             | 3 credits      |
| PHCP-628 Neuroscience Approach of Cognitive and Affective<br>Aspects of Behavior ..... | 3 credits      |
| PRAC-591 Clinical Practicum I .....  | 0 credits      |
| PRAC-592-A Clinical Practicum II-A.....  | 0 credits      |
| PRAC-592-B Clinical Practicum II-B.....  | 0 credits      |
| PRAC-593 Clinical Practicum III .....  | 0 credits      |
| PRAC-594-A Clinical Practicum IV-A.....  | 0 credits      |
| PRAC-594-B Clinical Practicum IV-B .....   | 0 credits      |
| RPIC-671 Research Practice – Fall Year 1 .....   | 0 credits      |
| RPIC-671 Research Practice – Spring Year 1 .....                                       | 0 credits      |
| RPIC-671 Research Practice – Summer Year 1 .....                                       | 0 credits      |
| RPIC-671 Research Practice – Fall Year 2 .....   | 0 credits      |
| RPIC-671 Research Practice – Spring Year 2.....  | 0 credits      |
| RPIC-671 Research Practice – Summer Year 2.....  | 0 credits      |
| SEMM-531 APA Writing Style Seminar .....   | 0 credits      |
| PHCE-755 Conceptualization and Formulation Seminar – Fall Year 2 .....                 | 0 credits      |
| PHCE-755 Conceptualization and Formulation Seminar – Spring Year 2.....                | 0 credits      |
| <br>Total Credits for Master's Degree.....   | <br>57 credits |

**DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (Ph.D.)  
CURRICULAR SEQUENCE  
(Effective Fall 2015)**

| <b>FALL - FIRST YEAR</b> |   |                      |                |
|--------------------------|---|----------------------|----------------|
| <b>Code</b>              | <b>Course Title</b>   | <b>Prerequisites</b> | <b>Credits</b> |
| PHCP-505                 | Ethics in Clinical Practice & Research *                          |                      | 3              |
| PHCP-528                 | Theories of Psychotherapy and Comparative Theories of Personality |                      | 3              |
| PHCP-585                 | Psychopathology I *   |                      | 3              |
| PRAC-591                 | Clinical Practicum I *  |                      | 0              |
| RMIC-826                 | Statistics I*   |                      | 3              |
| RMSL-826                 | Statistics I Laboratory*  |                      | 0              |
| RPIC-671                 | Research Practicum I *  |                      | 0              |
| SEMM- 531                | APA Writing Style Seminar*  |                      | 0              |

| <b>SPRING FIRST YEAR</b> |  |                              |                |
|--------------------------|--|------------------------------|----------------|
| <b>Code</b>              | <b>Course Title</b>  | <b>Prerequisites</b>         | <b>Credits</b> |
| PHCP-587                 | Advanced Psychopathology *                                 | PHCP-585                     | 3              |
| PHCP-548                 | Advanced Techniques of Psychotherapy *                     | PHCP-528                     | 3              |
| RMIC-824                 | Techniques of Correlation and Multiple Regression*         | RMIC-568                     | 3              |
| RMSL-824                 | Techniques of Correlation and Multiple Regression (Lab.) * |                              | 0              |
| RMIC-825                 | Experimental Design and Program Evaluation *               |                              | 3              |
| PHCP-529                 | Professional Seminar in Clinical Fundamentals              |                              | 3              |
| PRAC-592A                | Clinical Practicum II A*                                   | PRAC-591, PHCP-528, PHCP-585 | 0              |
| RPIC-671                 | Research Practicum I *                                     |                              | 0              |

| <b>SUMMER FIRST YEAR</b> |   |  |                |
|--------------------------|---|--|----------------|
| <b>Code</b>              | <b>Course Title</b>   | <b>Prerequisites</b>                     | <b>Credits</b> |
| PHCP-540                 | Life Span Human Development *                                   |  | 3              |
| PHCP-500                 | Theories of Learning and Motivation *                           |  | 3              |
| PHCP-527                 | Cognitive and Behavioral Therapy: Child and Adolescent*         |  | 3              |
| PHCL-527                 | Cognitive and Behavioral Therapy: Child and Adolescent (Lab.) * |  | 0              |
| PRAC-592B                | Clinical Practicum II B*  | PRAC-591, PRAC-592 A, PHCP-528, PHCP-585 | 0              |
| RPIC-671                 | Research Practicum*   |  | 0              |

| <b>FALL SECOND YEAR</b> |  |                           |                |
|-------------------------|--|---------------------------|----------------|
| <b>Code</b>             | <b>Course Title</b>                              | <b>Prerequisites</b>      | <b>Credits</b> |
| PHCE-755                | Conceptualization and Formulation Seminar        |                           | 0              |
| PHCP-588                | Theory of Tests and Test Construction *          |                           | 3              |
| PHCP-661                | Social Psychology with Emphasis in Puerto Rico * |                           | 3              |
| PHCP-643                | Psychotherapy Research in Clinical Practice *    | PHCP-548                  | 3              |
| PSAC-603                | Assessment of Intelligence *                     |                           | 3              |
| PSDL-603                | Assessment of Intelligence Laboratory *          |                           | 0              |
| PRAC-593                | Clinical Practicum III *                         | PRAC- 592 A, PRAC - 592 B | 0              |
| RPIC-671                | Research Practicum *                             |                           | 0              |

| SPRING SECOND YEAR |   |                              |         |
|--------------------|---|------------------------------|---------|
| Code               | Course Title  | Prerequisites                | Credits |
| PHCE-755           | Conceptualization and Formulation Seminar*                            |                              | 0       |
| PHCP-634           | Cross Cultural Psychotherapy: Multicultural and Individual Diversity* | PSAC-603                     | 3       |
| RMIC-829           | Advanced Statistics   |                              | 3       |
| RMIC-830           | Cross Cultural and Advanced Methods of Measurement & Evaluation       | RMIC-588                     | 3       |
| PRAC-594 A         | Clinical Practicum IV A*  | PRAC-593, PSAC-603, PSDL-603 | 0       |
| RPIC-671           | Research Practicum*   |                              | 0       |

| SUMMER SECOND YEAR |   |                                |         |
|--------------------|---|--------------------------------|---------|
| Code               | Course Title  | Prerequisites                  | Credits |
| ELECT#1            | ELECTIVE # 1  |                                | 3       |
| PHCP-612           | History and Systems of Psychology *                             |                                | 3       |
| PHCP-754           | Health Psychology: Cognitive, Affective and Physiological Bases |                                | 3       |
| RMIC-875           | Qualitative Research Design                                     | RMIC-825                       | 3       |
| PRAC-594 B         | Clinical Practicum IV B*  | PRAC-594 A, PSAC-603, PSDL-603 | 0       |
| RPIC-671           | Research Practicum*   |                                | 0       |

| FALL THIRD YEAR |  |                        |         |
|-----------------|--|------------------------|---------|
| Code            | Course Title   | Prerequisites          | Credits |
| ELECT#2         | ELECTIVE # 2   |                        | 3       |
| PHCE-755        | Conceptualization and Formulation Seminar                              |                        | 0       |
| PHCE-756        | Emotions and Cognitions: A Human Development Perspective*              |                        | 3       |
| PHCP-628        | Neuroscience Approach of Cognitive and Effective Aspects of Behavior * |                        | 3       |
| PHCP-681        | Personality Assessment I*  | PSAC-603, PSDL-603     | 3       |
| PHCL-681        | Personality Assessment I (Lab.) *                                      | PSAC-603, PSDL-603     | 0       |
| PRAC-595        | Clinical Practicum V   | PRAC-594 A, PRAC-594 B | 0       |
| RPIC-671        | Research Practicum   |                        | 0       |

\*Courses that must be completed to obtain a Master Degree in Clinical Psychology. Students must have passed 57 credits as well as completed the second-year project.

| SPRING THIRD YEAR |   |               |         |
|-------------------|---|---------------|---------|
| Code              | Course Title                              | Prerequisites | Credits |
| ELECT#3           | ELECTIVE # 3                              |               | 3       |
| PHCE-755          | Conceptualization and Formulation Seminar |               | 0       |
| PSYC-749          | Psychopharmacology                        | PHCP-628      | 3       |
| PRAC-596 A        | Clinical Practicum VI A                   | PRAC-595      | 0       |
| RPIC-671          | Research Practicum*                       |               | 0       |

| SUMMER THIRD YEAR |  |               |         |
|-------------------|--|---------------|---------|
| Code              | Course Title   | Prerequisites | Credits |
|                   | ELECTIVE #4  |               | 3       |
| PHCP-713          | Techniques and Strategies of Clinical Supervision & Consultation |               | 3       |
| PHCP-750          | Trauma: Psychological Perspectives                               |               | 3       |
| PRAC-596 B        | Clinical Practicum VI B  | PRAC-596 A    | 0       |
| RPIC-671          | Research Practicum*  |               | 0       |

| FALL FOURTH YEAR |   |                           |         |
|------------------|---|---------------------------|---------|
| Code             | Course Title                              | Prerequisites             | Credits |
| DISS-870         | Doctoral Dissertation                     |                           | 0       |
| PHCE-755         | Conceptualization and Formulation Seminar |                           | 0       |
| PHCP-830         | PHD. Program Integrative Exam**           |                           | 0       |
| PRAC-597         | Clinical Practicum VII                    | PRAC-596 A,<br>PRAC 596 B | 0       |

Note: Applications of Clinical Internship for Fall Fifth Year.

\*\* Students must have completed and approved all prerequisite courses before taking the exam. The test will be taken at the beginning of the Fall and Spring semesters.

| SPRING FOURTH YEAR |   |               |         |
|--------------------|---|---------------|---------|
| Code               | Course Title                              | Prerequisites | Credits |
| DISS-870           | Doctoral Dissertation                     |               | 0       |
| PHCE-755           | Conceptualization and Formulation Seminar |               | 0       |
| PRAC-598 A         | Clinical Practicum VIII A                 | PRAC-597      | 0       |

| SUMMER FOURTH YEAR |                           |               |         |
|--------------------|---------------------------|---------------|---------|
| Code               | Course Title              | Prerequisites | Credits |
| PRAC-598 B         | Clinical Practicum VIII B | PRAC 598 A    | 0       |

| FALL FIFTH YEAR |                             |                           |         |
|-----------------|-----------------------------|---------------------------|---------|
| Code            | Course Title                | Prerequisites             | Credits |
| DISS-870        | Doctoral Dissertation       |                           | 0       |
| PRAC-901        | Optional Clinical Practicum | PRAC 598 A,<br>PRAC 598 B | 0       |

| SPRING FIFTH YEAR |                               |               |         |
|-------------------|-------------------------------|---------------|---------|
| Code              | Course Title                  | Prerequisites | Credits |
| DISS-870          | Doctoral Dissertation         |               | 0       |
| PRAC-901A         | Optional Clinical Practicum A | PRAC 901      | 0       |

| SUMMER FIFTH YEAR |                               |               |         |
|-------------------|-------------------------------|---------------|---------|
| Code              | Course Title                  | Prerequisites | Credits |
| PRAC-901B         | Optional Clinical Practicum B | PRAC 901 A    | 0       |

| FALL SIXTH YEAR |                                    |               |         |
|-----------------|------------------------------------|---------------|---------|
| Code            | Course Title                       | Prerequisites | Credits |
| PSIN-890        | Clinical Psychology Internship *** |               | 0       |

| SPRING SIXTH YEAR |                                |               |         |
|-------------------|--------------------------------|---------------|---------|
| Code              | Course Title                   | Prerequisites | Credits |
| PSIN-890          | Clinical Psychology Internship |               | 0       |

| SUMMER SIXTH YEAR |                                |               |         |
|-------------------|--------------------------------|---------------|---------|
| Code              | Course Title                   | Prerequisites | Credits |
| PSIN-890          | Clinical Psychology Internship |               | 0       |

\*\*\*During Fall of the fifth year, students can apply for their Clinical Internship, if they have completed the curricular sequence (96 credits) and all Clinical and Research Practice. Students must also have submitted their second-year paper for publication and defended their dissertation proposal.

**DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (Ph.D.)  
CURRICULAR REQUIREMENTS  
(Effective Fall 2019)**

*Please refer to the Tuition and Fees section of this catalog for the costs associated with credits, laboratories, and practicums.*

**AREA I. Clinical Courses ..... 49 credits**

|  |           |
|--|-----------|
| PSYF-501 Theories of Learning and Motivation .....   | 2 credits |
| PSYF-505 Ethics in Clinical Practice and Research .....  | 3 credits |
| PHCP-528 Techniques of Psychotherapy and Comparative Theories<br>of Personality .....          | 3 credits |
| PSYF-540 Life Span Human Development .....   | 3 credits |
| PHCP-548 Advanced Techniques of Psychotherapy .....  | 3 credits |
| PHCP-585 Psychopathology I .....   | 3 credits |
| PHCP-587 Advanced Psychopathology .....  | 3 credits |
| PSYF-613 History and Systems of Psychology .....   | 2 credits |
| PHCP-527 Cognitive and Behavioral Therapy: Child and Adolescent .....                          | 3 credits |
| PHCL-527 Cognitive and Behavioral Therapy: Child and Adolescent (LAB) .....                    | 1 credits |
| PHCP-628 Neuroscience Approach of Cognitive and Affective Aspects<br>of Behavior .....         | 3 credits |
| PHCP-634 Cross-Cultural Psychotherapy: Multicultural and Individual Diversity .....            | 3 credits |
| PHCP-644 Psychotherapy Research in Clinical Practice .....                                     | 2 credits |
| PSYF-660 Social Aspects of Behavior .....  | 2 credits |
| PHCP-714 Techniques and Strategies of Clinical Supervision and Consultation .....              | 2 credits |
| PSYC-748 Psychopharmacology .....  | 2 credits |
| PHCP-750 Trauma: Psychological Perspectives .....  | 3 credits |
| PHCP-754 Health Psychology: Cognitive, Affective and Physiological<br>Bases for Behavior ..... | 3 credits |
| PHCP-752 Family Therapy .....  | 3 credits |

**Assessment Courses ..... 8 credits**

|  |           |
|--|-----------|
| PSAC-602 Assessment of Intelligence .....        | 3 credits |
| PSDL-602 Assessment of Intelligence (LAB) .....  | 1 credits |
| PHCP-682 Assessment of Personality I .....       | 3 credits |
| PHCL-682 Assessment of Personality I (LAB) ..... | 1 credits |

**AREA II. Research Courses ..... 20 credits**

|  |           |
|--|-----------|
| RMIC-827 Statistics I .....  | 3 credits |
| RMSL-827 Statistics I (LAB) .....                                      | 1 credits |
| PSYF-588 Theory of Tests and Test Construction .....                   | 3 credits |
| RMIC-825 Research Design and Program Evaluation .....                  | 3 credits |
| RMIC-828 Techniques of Correlation and Multiple Regression .....       | 3 credits |
| RMSL-828 Techniques of Correlation and Multiple Regression (LAB) ..... | 1 credits |
| RMIC-829 Advanced Statistics .....                                     | 3 credits |
| RMIC-875 Qualitative Research Design .....                             | 3 credits |

**AREA III. Practicums** ..... 10 credits

**Clinical Practices**

- PRAC-581 Clinical Practicum I ..... 1 credit
- PRAC-582A Clinical Practicum II-A..... 1 credits
- PRAC-582B Clinical Practicum II-B..... 5 credits
- PRAC-583 Clinical Practicum III ..... 1 credits
- PRAC-584A Clinical Practicum IV-A..... 1 credits
- PRAC-584B Clinical Practicum IV-B ..... 5 credits
- PRAC-585 Clinical Practicum V ..... 1 credits
- PRAC-586A Clinical Practicum VI-A..... 1 credits
- PRAC-586B Clinical Practicum VI-B ..... 5 credits
- PRAC-587 Clinical Practicum VII ..... 1 credits
- PRAC-588A Clinical Practicum VIII-A..... 1 credits
- PRAC-588B Clinical Practicum VIII-B..... 5 credits

**Research Practices**

- RPIC-671 Research Practice ..... 0 credits

**AREA IV. Electives** ..... 12 credits

- PHCE-757 Health psychology: Psychological comorbidities of physical illness ..... 3 credits
- PHCE-760 Advanced Seminar on Scientific Writing And Publishing Research ..... 3 credits
- PHCE-761 Contextual Behavior Therapies: Theories and Techniques ..... 3 credits
- PSYE-600 Fundamentals of Gerontology ..... 3 credits
- PSYE-761 Personality Disorders: Diagnosis, Etiology and Treatment ..... 3 credits
- PHCE-759 Integrative Primary Care ..... 3 credits
- PHCE-758 Neuropsychological Assessment ..... 3 credits
- PHCE-762 Principles of Neuropathology and Neuropsychological Rehabilitation ..... 3 credits
- PHCE-763 LGBTQ - Issues in Psychology..... 3 credits

**AREA V. PHCP-830 Doctoral Comprehensive Integrative Examination**..... 0 credits

**AREA VI. PSIN-890 Clinical Psychology Internship** ..... 0 credits

**AREA VII. DISS-870 Doctoral Dissertation**..... 0 credits

Total Academic Credits..... 89 credits

Total Practicum Credits ..... 10 credits



**COURSES REQUIRED FOR A MASTER'S DEGREE DIPLOMA  
(Effective Fall 2019)**

|  |                |
|--|----------------|
| PSYF-501 Theories of Learning and Motivation .....                                     | 2 credits      |
| PSYF-505 Ethics in Clinical Practice and Research .....                                | 3 credits      |
| PHCP-528 Techniques of Psychotherapy and Comparative Theories<br>of Personality .....  | 3 credits      |
| PHCP-585 Psychopathology I .....   | 3 credits      |
| PHCP-587 Advanced Psychopathology .....  | 3 credits      |
| PSYF-540 Life Span Human Development .....   | 3 credits      |
| PSYF-613 History and Systems of Psychology .....                                       | 2 credits      |
| PHCP-548 Advanced Techniques of Psychotherapy .....                                    | 3 credits      |
| PHCP-527 Cognitive and Behavioral Therapy: Child and Adolescent .....                  | 3 credits      |
| PHCL-527 Cognitive and Behavioral Therapy: Child and Adolescent (LAB) .....            | 1 credits      |
| PSYF-660 Social Aspects of Behavior .....  | 2 credits      |
| PHCP-634 Cross Cultural Psychotherapy: Multicultural and Individual Diversity.....     | 3 credits      |
| PSAC-602 Assessment of Intelligence.....   | 3 credits      |
| PSDL-602 Assessment of Intelligence (LAB) .....  | 1 credits      |
| PHCP-682 Personality Assessment .....  | 3 credits      |
| PHCL-682 Personality Assessment (LAB).....   | 1 credits      |
| RMIC-824 Techniques of Correlation and Multiple Regression.....                        | 1 credits      |
| RMSL-824 Techniques of Correlation and Multiple Regression (LAB) .....                 | 1 credits      |
| RMIC-827 Statistics I .....  | 3 credits      |
| RMSL-827 Statistics I (LAB) .....  | 1 credits      |
| PSIF-505 Theory of Tests and Test Construction .....                                   | 3 credits      |
| RMIC-825 Research Design and Program Evaluation.....                                   | 3 credits      |
| PHCP-643 Psychotherapy Research in Clinical Practice .....                             | 3 credits      |
| PHCP-628 Neuroscience Approach of Cognitive and Affective<br>Aspects of Behavior ..... | 3 credits      |
| PRAC-591 Clinical Practicum I .....  | 1 credit       |
| PRAC-592A Clinical Practicum II-A.....   | 1 credits      |
| PRAC-592B Clinical Practicum II-B.....   | 5 credits      |
| PRAC-593 Clinical Practicum III .....  | 1 credits      |
| PRAC-594A Clinical Practicum IV-A.....   | 1 credits      |
| PRAC-594B Clinical Practicum IV-B .....  | 5 credits      |
| RPIC-671 Research Practice .....   | 0 credits      |
| <br>Total Credits for Master's Degree.....   | <br>62 credits |

**DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (Ph.D.)  
CURRICULAR SEQUENCE  
(Effective Fall 2019)**

**FALL - FIRST YEAR**

| Old Code | New Code | Course Title  | Prerequisites | Credits |
|----------|----------|---|---------------|---------|
| PHCP 505 | PSYF 505 | Ethics in Clinical Practice & Research *                            |               | 3       |
| PHCP 528 | PHCP 528 | Theories of Psychotherapy and Comparative Theories of Personality * |               | 3       |
| PHCP 585 | PHCP 585 | Psychopathology I *   |               | 3       |
| PRAC 591 | PRAC 581 | Clinical Practicum I *  |               | 1       |
| RMIC 826 | RMIC 827 | Statistics I*   |               | 3       |
| RMSL 826 | RMSL 827 | Statistics I Laboratory*  |               | 1       |
| RPIC 671 | RPIC 671 | Research Practicum *  |               | 0       |

**SPRING FIRST YEAR**

| Old Code  | New Code  | Course Title  | Prerequisites                | Credits |
|-----------|-----------|---|------------------------------|---------|
| PHCP 587  | PHCP 587  | Advanced Psychopathology *                                | PHCP 585                     | 3       |
| PHCP 548  | PHCP 548  | Advanced Techniques of Psychotherapy *                    | PHCP 528                     | 3       |
| RMIC 824  | RMIC 828  | Techniques of Correlation and Multiple Regression*        | RMIC 827; RMSL 827           | 3       |
| RMSL 824  | RMSL 828  | Techniques of Correlation and Multiple Regression (Lab) * |                              | 1       |
| RMIC 825  | RMIC 825  | Research Design and Program Evaluation *                  |                              | 3       |
| PRAC 592A | PRAC 582A | Clinical Practicum II*                                    | PRAC 581; PHCP 528, PHCP 585 | 1       |
| RPIC 671  | RPIC 671  | Research Practicum *                                      |                              | 0       |

**SUMMER FIRST YEAR**

| Old Code  | New Code  | Course Title   | Prerequisites            | Credits |
|-----------|-----------|--|--------------------------|---------|
| PHCP 527  | PHCP 527  | Cognitive and Behavioral Therapy: Child and Adolescent *       | Concurrent with PHCL-527 | 3       |
| PHCL 527  | PHCL 527  | Cognitive and Behavioral Therapy: Child and Adolescent (Lab) * | Concurrent with PHCP-527 | 1       |
| PRAC 592B | PRAC 582B | Clinical Practicum II*   | PRAC 582A                | .5      |
| RPIC 671  | RPIC 671  | Research Practicum*  |                          | 0       |

**FALL SECOND YEAR**

| <b>Old Code</b> | <b>New Code</b> | <b>Course Title</b>                           | <b>Prerequisites</b>   | <b>Credits</b> |
|-----------------|-----------------|---|--|----------------|
| PHCP-588        | PSYF 588        | Theory of Tests and Test Construction *       |  | 3              |
| PHCP 540        | PHCP 540        | Life Span Human Development *                 |  | 3              |
| PHCP 643        | PHCP 644        | Psychotherapy Research in Clinical Practice * | PHCP 585; PHCP 587;<br>PHCP 528                              | 2              |
| PSAC 603        | PSAC 602        | Assessment of Intelligence *                  | PHCP 540; PSYF 505;<br>RMIC 827. Concurrent<br>with PSDL-602 | 3              |
| PSDL 603        | PSDL 602        | Assessment of Intelligence Laboratory *       | PHCP 540; PSYF 505;<br>RMIC 827 Concurrent<br>with PSAC-602  | 1              |
| PRAC 593        | PRAC 583        | Clinical Practicum III *                      | PRAC 582A; PRAC<br>582B.                                     | 1              |
| RPIC 671        | RPIC 671        | Research Practicum *                          |  | 0              |

**SPRING SECOND YEAR**

| Old Code  | New Code  | Course Title   | Prerequisites                | Credits |
|-----------|-----------|--|------------------------------|---------|
| PHCP 661  | PSYF 660  | Social Aspects of Behavior *   |                              | 2       |
| PHCP 634  | PHCP 634  | Cross Cultural Psychotherapy: Multicultural and Individual Diversity * | PSAC-602, PSCL-601           | 3       |
| RMIC 829  | RMIC 829  | Advanced Statistics  |                              | 3       |
| PHCP 753  | PHCP 752  | Family Therapy   | PHCP-528, PHCP-548           | 3       |
| PRAC 594A | PRAC 584A | Clinical Practicum IV *  | PRAC-583, PSAC-602, PSDL-602 | 1       |
| RPIC 671  | RPIC 671  | Research Practicum *   |                              | 0       |

**SUMMER SECOND YEAR**

| Old Code  | New Code  | Course Title  | Prerequisites                 | Credits |
|-----------|-----------|---|-------------------------------|---------|
| PSYF 612  | PSYF-613  | History and Systems of Psychology *   |                               | 2       |
| PSYF 500  | PSYF-501  | Theories of Learning and Motivation *                                       |                               | 2       |
| PHCP 754  | PHCP-754  | Health Psychology: Cognitive, Affective and Physiological Bases of Behavior |                               | 3       |
| PRAC 594B | PRAC-584B | Clinical Practicum IV *   | PRAC 584A, PSAC 602, PSDL 602 | .5      |
| RPIC 671  | RPIC 671  | Research Practicum *  |                               | 0       |

**FALL THIRD YEAR**

| Old Code | New Code | Course Title   | Prerequisites                          | Credits |
|----------|----------|--|--|---------|
| ELECT#1  | ELECT#1  | ELECTIVE # 1   |  | 3       |
| PHCP 628 | PHCP 628 | Neuroscience Approach of Cognitive and Effective Aspects of Behavior * |  | 3       |
| PHCP 681 | PHCP 682 | Personality Assessment I*  | PSAC 602; PSYF 588 Concurrent PHCL-682 | 3       |
| PHCL 681 | PHCL 682 | Personality Assessment I (Lab.) *                                      | PSAC 602; PYF 588 Concurrent PHCP-682  | 1       |
| PRAC 595 | PRAC 585 | Clinical Practicum V   | PRAC 584 A; PRAC 584 B                 | 1       |
| RPIC 671 | RPIC 671 | Research Practicum   |  | 0       |

**SPRING THIRD YEAR**

| Old Code  | New Code  | Course Title   | Prerequisites | Credits |
|-----------|-----------|--|---------------|---------|
| ELECT#2   | ELECT#2   | ELECTIVE # 2   |               | 3       |
| PSYC 749  | PSYC-748  | Psychopharmacology   | PHCP 628      | 2       |
| PHCP 713  | PHCP 714  | Techniques and Strategies of Clinical Supervision & Consultation |               | 2       |
| RMIC 875  | RMIC 875  | Qualitative Research Design                                      | RMIC-825      | 3       |
| PRAC 596A | PRAC 586A | Clinical Practicum VI  | PRAC-585      | 1       |
| RPIC 671  | RPIC 671  | Research Practicum*  |               | 0       |

**SUMMER THIRD YEAR**

| Old Code  | New Code  | Course Title                       | Prerequisites      | Credits |
|-----------|-----------|------------------------------------|--------------------|---------|
| PHCP 750  | PHCP 750  | Trauma: Psychological Perspectives | PHCP 548; PHCP 587 | 3       |
| PRAC 596B | PRAC 586B | Clinical Practicum VI              | PRAC-586A          | .5      |
| RPIC 671  | RPIC 671  | Research Practicum*                |                    | 0       |

| FALL FOURTH YEAR |          |                                 |                         |         |
|------------------|----------|---------------------------------|-------------------------|---------|
| Old Code         | New Code | Course Title                    | Prerequisites           | Credits |
| ELECT #3         | ELECT #3 | ELECTIVE #3                     |                         | 3       |
| DISS 870         | DISS 870 | Doctoral Dissertation           |                         | 0       |
| PHCP 830         | PHCP 830 | PHD. Program Integrative Exam** |                         | 0       |
| PRAC 597         | PRAC 587 | Clinical Practicum VII          | PRAC 586A;<br>PRAC 586B | 1       |

| SPRING FOURTH YEAR |           |                         |               |         |
|--------------------|-----------|-------------------------|---------------|---------|
| Old Code           | New Code  | Course Title            | Prerequisites | Credits |
| ELECT #4           | ELECT #4  | ELECTIVE #4             |               | 3       |
| DISS 870           | DISS 870  | Doctoral Dissertation   |               | 0       |
| PRAC 598A          | PRAC 588A | Clinical Practicum VIII | PRAC 587      | 1       |

| SUMMER FOURTH YEAR |           |                         |               |         |
|--------------------|-----------|-------------------------|---------------|---------|
| Old Code           | New Code  | Course Title            | Prerequisites | Credits |
| PRAC 598B          | PRAC 588B | Clinical Practicum VIII | PRAC 588A     | .5      |

| FALL-SUMMER FIFTH YEAR |          |                       |               |         |
|------------------------|----------|-----------------------|---------------|---------|
| Old Code               | New Code | Course Title          | Prerequisites | Credits |
| DISS 870               | DISS 870 | Doctoral Dissertation |               | 0       |

| FALL-SUMMER SIXTH YEAR |          |                                    |               |         |
|------------------------|----------|------------------------------------|---------------|---------|
| Old Code               | New Code | Course Title                       | Prerequisites | Credits |
| DISS 870               | DISS 870 | Doctoral Dissertation              |               | 0       |
| PSIN 890               | PSIN 890 | Clinical Psychology Internship *** |               | 0       |

- Notes:**
- \*Courses that must be completed to obtain a master's degree in Clinical Psychology. Students must have passed 62 credits as well as completed the second-year project.
  - Applications of Clinical Internship for Fall Fifth Year.
  - \*\* Students must have completed and approved all prerequisite courses before taking the exam. The test will be taken at the Fall and Spring semesters.

**DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (PH.D.)  
COURSE DESCRIPTIONS**

**DISS-870 DISSERTATION**

**PREREQUISITE:** None

Students are required to enroll in this course while they are actively working on their dissertations.

**PHCL-527 COGNITIVE AND BEHAVIORAL THERAPY: CHILD AND ADOLESCENT (LAB) (1 credits)**

**PREREQUISITES:** None

**COREQUISITE:** PHCP-527

To be taken concurrently with the regular course at an assigned schedule.

**PHCL-682 PERSONALITY ASSESSMENT I (LAB) (1 credits)**

**PREREQUISITES:** PSAC-602, PSDL-602

**COREQUISITE:** PHCP-682

To be taken concurrently with the regular course at an assigned schedule.

**PSYF-501 THEORIES OF LEARNING AND MOTIVATION (2 credits)**

**PREREQUISITES:** None

Contemporary and classical theories of learning and motivation. Relevant research in the behavioral, cognitive, social learning, and neurophysiological areas will be discussed. The implications of studies in the field of learning and motivation for psychological interventions will be stressed.

**PSYF-505 ETHICS IN CLINICAL PRACTICE AND RESEARCH (3 credits)**

**PREREQUISITES:** None

This course introduces topics related to ethical issues, legal issues, and professional conduct in the practice of psychology. Analysis of value conflicts (including those that may reflect different cultural orientations), decision-making, maintenance of high professional standards, confidentiality, and standards for human research are among the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and licensure requirements, will also be discussed.

**PHCP-527 COGNITIVE & BEHAVIOR THERAPY: CHILD AND ADOLESCENT (3 credits)**

**PREREQUISITES:** None

**COREQUISITE:** PHCL-527

This course emphasizes the use of evidence-based therapeutic methodologies to facilitate behavior change for a variety of clinical problems in children and adolescents. The application of different learning principles and specific techniques of therapeutic change will be covered. The course will also address problems encountered in the practical application of cognitive and behavioral techniques with children and parents.

**PHCP-528 THEORIES OF PSYCHOTHERAPY AND COMPARATIVE THEORIES OF PERSONALITY (3 credits)**

**PREREQUISITES:** None

Major theoretical positions in the field of personality will be presented as well as their applications to psychotherapy. Pertinent research literature will be reviewed. The application of theory to Hispanic client needs will be reviewed.

**PSYF-540 LIFE SPAN HUMAN DEVELOPMENT (3 credits) PREREQUISITES:**

None

A review of theory and research on human development across the lifespan. The focus is on psychosocial, cognitive, moral, and intellectual development. Emphasis is given to the identification of factors in developmental disorders and cross-cultural differences in life context and worldview.

**PHCP-548 ADVANCED TECHNIQUES OF PSYCHOTHERAPY (3 credits)**

**PREREQUISITES:** PHCP-528

Discussion of cases currently being seen in clinical practicums. Techniques for clinical conceptualization are presented and analyzed. Cases will be presented at a clinical conference. Emphasis is placed on conceptualization, diagnosis, and development of the treatment plan.

**PHCP-585 PSYCHOPATHOLOGY I (3 credits)**

**PREREQUISITES:** None

Introduction to dysfunctional behavior through studying the method of classifying behavioral disorders according to the multi-axial system of the *Diagnostic and Statistical Manual of Mental Disorders*. The course is designed to develop clinical skills in the use of the *DSM* diagnostic system. Introduction to theories of psychopathology and their application to clinical conditions.

**PHCP-587 ADVANCED PSYCHOPATHOLOGY (3 credits) PREREQUISITES:**

PCHP-585

Advanced skills in determining etiology and classifying mental disorders within the *DSM* diagnostic system.

**PSYF-588 THEORY OF TESTS AND TEST CONSTRUCTION (3 credits)**

**PREREQUISITE:** None

The course presents the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined through class exercises. The content includes the study of scaling methods such as the Guttman, Thurstone, and Likert scales. Students will apply knowledge from the course to construct their own assessment instruments.

**PSYF-613 HISTORY AND SYSTEMS OF PSYCHOLOGY (2 credits)**

**PREREQUISITES:** None

This course will review systems of psychological thought from a historical perspective as well as current psychological trends and fields of study.

**PHCP-628 NEUROSCIENCE APPROACH TO COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR (3 credits)**

**PREREQUISITES:** None

This course provides a review of the major theories of cognition and affective aspects of behavior. The course will include a description of the physiological processes of human behavior, such as the structure of the neurological system, sensory systems, synaptic chemistry, and electrophysiology of the encephalon. The course will also present different pathologies and deficits related to the cognitive and affective aspects of behavior.

**PHCP-643 PSYCHOTHERAPY RESEARCH IN CLINICAL PRACTICE (3 credits)**

**PREREQUISITE:** PHCP-548

In this course, students will learn how psychotherapy research can inform the clinical practice of psychologists. Students will learn how to critically and empirically assess the results of psychotherapy interventions and the many pitfalls that abound in the clinical literature. Emphasis will be given to recent advances in the field, such as the use of treatment manuals and clinical guidelines, and to the empirically supported psychotherapies. Also, emphasis will be given to current debates, such as the use of qualitative versus meta-analytic reviews of the empirical literature and the evaluation of common versus specific effects of psychotherapies.

**PSYF-660 SOCIAL ASPECTS OF BEHAVIOR (2 credits)**

**PREREQUISITES:** None

The course will review the theoretical bases of social psychology and Puerto Rican sociocultural bases that influence the broad-spectrum behaviors of subjects. The following areas will be examined, interpersonal communication, attitudes and persuasion, conformity, social perception, attributions, cognitive processes in social perceptions, interpersonal attractions, affiliation, and aggression. Emphasis will be given to the relation between social psychology and social change. The course will explore the extent to which social psychology is subject to variation within different cultural contexts especially within the Puerto Rican society. Major considerations of Puerto Rican issues in social psychology will be addressed, including population,

migration and immigration, urbanism, employment, industrialization, housing, and modernization. Major social problems will be reviewed. Relevant research will be analyzed in the existing literature. The course explores how rapid changes in the identified indicators in Puerto Rico have affected interpersonal relationships, human development, and the maintenance of beliefs and social mores according to social psychology theories. A sociohistorical analysis will be emphasized.

**PHCP-682 PERSONALITY ASSESSMENT I (3 credits)**

**PREREQUISITES:** PSAC-602, PSDL-602

**COREQUISITE:** PHCL-681

Administration and clinical interpretation of objective tests of the personality such as the Multiphase Inventory of the Personality of Minnesota (MMPI), the MMPI-2, and the Inventory of Depression of Beck will be discussed. A critical discussion of the utility and applicability of objective tests in psychodiagnosis, especially including reference to test use with minority populations and research applications. This is a laboratory course.

**PHCP-713 TECHNIQUES AND STRATEGIES OF CLINICAL SUPERVISION AND CONSULTATION (3 credits)**

**PREREQUISITES:** None

This course offers students a general overview of clinical supervision and the different approaches and models applied to the discipline of psychology. Students will learn the difference between supervision and consultation and will acquire knowledge of consultation skills for mental health professionals. In addition, this course will offer students the opportunity to create and develop instruments to measure variables that should be present in each psychotherapeutic model. There will be an integration of theory and research. Students will practice creating ways to measure their psychotherapeutic model and will explore research publications on psychotherapy supervision and consultation.

**PSYC-748 PSYCHOPHARMACOLOGY (3 credits) PREREQUISITE:**

PHCP-628

This course explains the effects of drugs on the mind and on the behavior of human beings. The course familiarizes students with basic knowledge, therapeutic issues, and recent research related to the psychopharmacology area. Since 1950, psychopharmacotherapy has been a major factor in allowing the early discharge of hospitalized mental patients and permitting them to function in the community. The course presents the biochemical mechanisms of major drug families commonly used in psychopathologies. The biotransformation process, therapeutics dose, toxicity effects, and contraindications of major psychoactive drugs are also discussed. The implications of the biopsychosocial model and its importance in the prevention, treatment, and incidence of drug abuse are emphasized.

**PHCP-750 TRAUMA: PSYCHOLOGICAL PERSPECTIVES (3 credits)**

**PREREQUISITES:** PHCP 548; PHCP 587

This course deepens knowledge about the effects of a diverse array of traumas on human subjects, including children, adults, and the elderly. Students will be exposed to the latest investigations and theories of the subject matter in order to amplify their knowledge and clinical skills when making a diagnosis, a case conceptualization, or a treatment recommendation. Additionally, students will become familiar with subject matters and controversies such as the issue of comorbidity; the relation between trauma and memory; countertransference reactions; cultural issues of assessment; and treatment approaches.

**PHCP-752 FAMILY THERAPY (3 credits)**

**PREREQUISITES:** PHCP-528, PHCP-548

This course provides the student with an overall view of the concepts and theoretical foundations of family therapy as well as the different schools, approaches, and recent developments. Content will emphasize interventions and techniques associated with the different theoretical models.



**PHCP-754 HEALTH PSYCHOLOGY: COGNITIVE, AFFECTIVE & PHYSIOLOGICAL BASES FOR BEHAVIOR (3 credits)**

**PREREQUISITES:** None

This course introduces the major principles and concepts of health psychology. Application and integration of the principal biological, psychological, and social factors that influence health and the development of disease will be emphasized. The student will also be exposed to the issues related to psychosocial adjustment among individuals with chronic medical conditions. The students will gain knowledge of the issues in both adult and pediatric populations.

**PRAC-581, -582A & B, -583, -584A & B, -585, -586A & B, -587 -588A B CLINICAL PRACTICUMS (0.5 - 1 credits)**

*(Ph.D. program only)*

Students are required to enroll in this sequence of clinical practicum experiences, in which they are exposed to a variety of clinical populations and settings.

**PRAC-581 CLINICAL PRACTICUM I**

**PREREQUISITES:** None

Only offered in Fall term.

**PRAC-582A CLINICAL PRACTICUM II-A**

**PREREQUISITES:** PHCP-528, PHCP-585, PRAC-581

Only offered in the Spring term.

**PRAC-582B CLINICAL PRACTICUM II-B**

**PREREQUISITES:** PHCP-528, PHCP-585, PRAC—581, PRAC-582A

Only offered in the summer term.

**PRAC-583 CLINICAL PRACTICUM III**

**PREREQUISITES:** PRAC-582

**PRAC-584A CLINICAL PRACTICUM IV-A**

**PREREQUISITES:** PSAC-602, PSDL-602, PRAC-583

**PRAC-584B CLINICAL PRACTICUM IV-B**

**PREREQUISITES:** PSAC-602, PSDL-602, PRAC-584A

**PRAC-585 CLINICAL PRACTICUM V**

**PREREQUISITES:** PRAC-584

**PRAC-586A CLINICAL PRACTICUM VI-A**

**PREREQUISITES:** PRAC-585

**PRAC-586B CLINICAL PRACTICUM VI-B**

**PREREQUISITES:** PRAC-586A

**PRAC-587 CLINICAL PRACTICUM VII**

**PREREQUISITES:** PRAC-586

**PRAC-588A CLINICAL PRACTICUM VIII-A**

**PREREQUISITES:** PRAC-587

**PRAC-588B CLINICAL PRACTICUM VIII-B**

**PREREQUISITES:** PRAC-588A

**PSAC-602 ASSESSMENT OF INTELLIGENCE (3 credits)****PREREQUISITES:** PHCP-585, PHCP-587, PHCP-528**COREQUISITE:** PSDL-602

This course is the first required course in the sequence of assessment courses and is designed to provide the fundamental basis of psychological assessment. Psychological assessment is an essential part of clinical psychology training and is applied in multiple psychology specialties and different clinical scenarios, including research and clinical settings. Throughout psychological assessment we can observe human behavior and provide an objective judgment which can be useful for diagnosis, treatment and decisions making based on the results. This advanced course has the purpose to exposes doctoral-level clinical psychology students to methods by which psychologists attempt to measure objectively human behavior and individual differences in terms of skills, aptitudes, attitudes, values, and cognitive abilities. During the course, we will discuss the main theories of intelligence and cognition, ethical issues related to assessment, limitations of the psychological assessment, among other relevant topics.

**PSDL-602 ASSESSMENT OF INTELLIGENCE (LAB) (1 credits)****PREREQUISITES:** PHCP-540, PSYF-505, RMIC-827**COREQUISITE:** PSAC-602

To be taken concurrently with the regular course at an assigned schedule.

**PSIN-890 CLINICAL PSYCHOLOGY INTERNSHIP (1 credits)****PREREQUISITE:** Completion of all courses, practicums, and seminars, except dissertation

The Psychology Internship Program provides a diverse range of clinical training activities and experiences for pre-doctoral psychology students. Completion of the internship requires a minimum of two thousand (2,000) hours of supervised clinical experience.

**PSYC-634 CROSS-CULTURAL PSYCHOTHERAPY: MULTICULTURAL AND INDIVIDUAL DIVERSITY (3 credits)****PREREQUISITE:** PSAC-602

This course examines the disparity in the quality of mental health care received by ethnic minority groups and individuals with differences. It will explore theoretical and practical aspects in the conceptualization of diverse groups. It will develop the required competencies for the clinical assessment, diagnosis, and treatment of individuals from multicultural and diverse groups, such as Hispanics, African Americans, Asians, and Asian Indians, those with gender issues, the LGBT community, the elderly population, and people with disabilities.

**RMIC-828 TECHNIQUES OF CORRELATION AND MULTIPLE REGRESSION (3 credits)****PREREQUISITE:** RMIC-827, RMSL-827**COREQUISITE:** RMSL-828

This course familiarizes students with the correlation and regression techniques available for the analysis of research data. Topics include the use and misuse of correlational analysis; correlation for nominal, ordinal, and interval scales; multiple and partial correlation; statistical inference for correlation coefficients; simple and multiple regression analysis; stepwise regression; explained and residual variance; and standard error of measurement.

**RMIC-825 RESEARCH DESIGN AND PROGRAM EVALUATION (3 credits) PREREQUISITE:**

None

This course presents the basic principles and methods of scientific research in psychology. Hypothesis testing, experimental design options, sample selection, control groups strategies, and criteria measures, data analysis and interpretation will be discussed. The course prepares the students to design research by applying rigorous scientific methodology.

**RMIC-827 STATISTICS I (3 credits)****PREREQUISITES:** None**COREQUISITE:** RMSL-827

This course provides a comprehensive overview of the logic and application of basic univariate statistical techniques commonly used in psychological research. Students will gain familiarity and competency in key concepts underlying social science research design, statistical analysis (both descriptive and inferential),

and the use of the IBM SPSS Statistics program for data analysis. The topics covered include hypothesis testing, statistical inference and research, probability theory, sampling distributions, and parametric and non-parametric statistical tests such as Student's t-tests, ANOVA, and Chi square.

The course focuses on assisting students in understanding how to compute descriptive and inferential statistics, when and how to apply various inferential statistical analyses, how to interpret the statistical output from SPSS, and how to communicate results and implications of data analyses in writing. The course will help students gain skills in identifying the appropriate statistical model to apply to a given research question, understanding the assumptions that underlie statistical tests, carrying out common univariate tests, and correctly interpreting the statistical results. A concurrent statistics lab component will be required.

**RMIC-875 QUALITATIVE RESEARCH DESIGN (3 credits)**

**PREREQUISITE:** RMIC-825

This course examines the theoretical and practical foundations of qualitative methods and their application to research within different perspectives of the social sciences, especially psychology. We will focus on the following areas: historical background, ethical controversies and paradigms, contemporary perspectives, research strategies, compilation of data methodology, and the future of the discipline in the social sciences. The course includes the revision and critical analysis of qualitative studies in the psychology field.

**RMSL-828 TECHNIQUES OF CORRELATION AND MULTIPLE REGRESSION (LAB) (1 credits)**

**PREREQUISITES:** RMIC-827, RMSL-827

**COREQUISITE:** RMIC-828

To be taken concurrently with the regular course at an assigned schedule.

**RMSL-827 STATISTICS I (LAB) (1 credits)**

**PREREQUISITES:** None

**COREQUISITE:** RMIC-827

To be taken concurrently with the regular course at an assigned schedule.

**RPIC-671 RESEARCH PRACTICUM (0 credits)**

**PREREQUISITES:** None

Incoming first-year students will be assigned research/academic mentors who will work with them throughout their participation in the Ph.D. program. Students will be required to complete individual second-year projects that must be submitted for publication to peer-reviewed journals before students can apply for internships. Students will be required to present second-year project proposals to a committee of two faculty members by January of their second year, and the second-year projects must be completed by January of their third year.

# DOCTOR OF PHILOSOPHY IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

## MISSION

The mission of the Doctor of Philosophy in Industrial/Organizational Psychology (I/O Psychology) program at Albizu University, San Juan Campus, is to train professionals who will contribute to enhancing human performance and quality of life in organizational contexts. This will be achieved through professional services and interventions, scientific research, and publications that contribute to a better understanding of human behavior in work settings.

## TRAINING MODEL

The Ph.D. in I/O Psychology program follows the Scientist-Practitioner model, training professionals who produce knowledge through scientific research and base their interventions on this scientific evidence.

## PROGRAM OBJECTIVES

The program has the following objectives for student learning:

1. Demonstrate knowledge of the basic areas of psychology: biological; cognitive; affective; social; developmental; historical; ethical; and legal bases of human behavior.
2. Apply research skills to the study of work issues in industrial/organizational psychology.
3. Demonstrate knowledge and skills in the basic areas of human behavior in work settings: motivation, organizational theory, performance evaluation, individual differences, and the design, implementation, and assessment of psychological interventions in the selection, training, and development of human resources.
4. Perform psychological assessments in organizational settings.
5. Examine and evaluate the basic principles of psychological tests.
6. Demonstrate knowledge of the main theories of organizational psychology and the process of organizational consultation.
7. Apply models of organizational development.
8. Demonstrate knowledge of how different variables affect human behavior in organizational contexts.
9. Use critical thinking skills to read or review industrial/organizational psychology literature.
10. Recognize ethical issues in the practice of industrial/organizational psychology.
11. Develop a positive attitude towards introspection and feedback as a manner of personal and professional growth.
12. Apply adult learning/andragogical knowledge and skills in the development of seminars and workshops.
13. Examine the philosophical foundations of scientific reasoning, giving special attention to the epistemological development of psychology.
14. Distinguish problems or situations of heuristic importance that emerge from the theory and practice of industrial organizational psychology.
15. Demonstrate knowledge of experimental designs and how they are implemented in organizational contexts.
16. Apply correlative, quasi-experimental, and experimental methods to solve social problems pertinent to the discipline of industrial organizational psychology.
17. Demonstrate knowledge of the theoretical foundations of statistical analysis techniques such as analysis of variance and parametric and non-parametric statistics; apply such analysis to problems in workplace settings.
18. Demonstrate knowledge of and skills in computerized statistical analysis programs.
19. Identify psychometric characteristics of psychological instruments.

20. Prepare scientific study reports using the APA publication style.
21. Integrate into professional behavior ethical principles that protect the rights of research participants.

## PROGRAM COMPETENCIES

Students will develop the following competencies through the program:

1. Knowledge, skills, and sensitivity regarding human diversity associated with culture, national origin, gender, socioeconomic status, sexual orientation, religion, age, and physical condition.
2. Theoretical and practical knowledge of the foundations of psychology and industrial and organizational psychology as scientific disciplines.
3. Mastery of the theories and application of psychological influences in organization behavior.
4. Mastery of the theories and application of organization development and human performance models, taking into consideration the social and cultural variables that influence every organizational context.
5. Knowledge of a variety of approaches regarding organizational processes and how they affect human behavior.
6. Attitudes that promote the acceptance of feedback concerning his or her skills as a facilitator, consultant, and trainer of human resources.
7. Ability to integrate professional ethical and legal standards into his or her professional demeanor.
8. Recognition of the importance of lifelong learning and of maintaining a reflexive and analytical attitude toward theoretical, applied, and professional issues.
9. Ability to locate, identify, access, retrieve, assess, organize, and use information pertinent to the discipline.
10. Knowledge of and skills in applying the scientific method to professional activities.
11. Skill in selecting and applying the research design and statistical analysis pertinent to specific workplace situations.
12. Theoretical knowledge of and skills in test development, adaptation, and validation.
13. Respect for and protection of research participants' rights.
14. Intellectual honesty in the discussion of research results.
15. Effective oral and written communication of research procedures, results, and implications.
16. Effective communication of a theoretical analysis or literature review of a problem related to the discipline.
17. Mastery of the theories and practice of different organizational structures and models, considering elements of social and cultural diversity.

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documents

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having completed a master's degree in a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average** of 3.00 on a 4.00 scale.
3. **Official transcripts** from *all* previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit a transcript.

Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*

4. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official recommendation form:*

Spanish version:

<https://www.albizu.edu/wp-content/uploads/2020/06/CARTA-DE-RECOMENDACION-EN-ESPA%C3%91OL-SJU-Rev.2019.pdf>

English version:

[https://www.albizu.edu/wp-content/uploads/dlm\\_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf](https://www.albizu.edu/wp-content/uploads/dlm_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf)

5. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
6. An original **Health Certificate**, no more than one year old.
7. Proof of **Hepatitis B vaccination**.
8. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
9. Results of an **interview with program faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the Ph.D. in I/O Psychology program faculty.
10. A **Statement of Purpose**, written at the time of the interview (for those candidates invited for an interview). The statement of purpose serves to verify the candidate's interest in the Ph.D. in I/O Psychology program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.
11. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <https://www.albizu.edu/international-students/>
12. **Any additional documents** that may be required by the Ph.D. in I/O Psychology program at a future date, as specified at the time of the application to the program.

The program reserves the right to admit candidates with exceptional characteristics.

### Admission Procedures

1. Candidates must submit all required documents by the established deadline.
2. The Admissions Committee will prepare an initial evaluation for every applicant and will assign a preliminary score to each one based on the criteria and relative values established by the Ph.D. in Industrial/Organizational Psychology program. Candidates who qualify will receive an invitation for an interview with program faculty.

3. Selected applicants will be informed of the place, time, and day of the interview.
4. The Admissions Committee will complete the evaluation process of each candidate who has been interviewed and assign a final score based on the criteria and relative values established by the program.
5. A letter of notification with the determination of the Admissions Committee will be sent to each applicant.

## IDENTITY VERIFICATION

All admitted students are required to present a current ID card for identity verification purposes.

## REQUIREMENTS FOR THE PH.D. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY DEGREE

1. A cumulative grade point average (GPA) of 3.00 or higher on a 4.00 scale.
2. Completion of a minimum of three years of full-time residency in the program.
3. Satisfactory completion of 76 credits, 500 hours of supervised practicum, and 315 hours of the supervised doctoral research paper requirement.
4. No grades of "C" or lower in concentration courses, a maximum of two grades of "C" in foundation courses, and maximum of two grades of "C" in elective courses.
5. Passing scores (70% or above) on the Doctoral Level Qualifying Examination.
6. Satisfactory completion of a dissertation or doctoral project; if applicable, candidates must obtain written approval from the Research Training Program of having met standards for research design and from the Internal Review Board for ethical practice in applicable research with human subjects (see *Dissertation Manual* and *IRB Procedures Manual*) prior to collecting data for the dissertation.
7. Approval of all comprehensive examinations.
8. No more than one (2) NP, or AW in any seminar, laboratory, or practicum.
9. Satisfactory completion of the Comprehensive Examination with no more than three (3) NPs.
10. No more than two (2) NPs in the Qualifying Examination (PHIO-705, PHIO-706).
11. No more than one (1) NP in a dissertation or doctoral project, whether consecutive or not.
12. Satisfactory completion of the SEMM 556 APA writing style and written communication skills.
13. Fulfillment of all institutional obligations.
14. Good standing in the program, i.e., no disciplinary action pending or academic or clinical probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practicum, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again.

15. Recommendation from the program faculty for the doctoral degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*.



**PH.D. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY  
CURRICULAR REQUIREMENTS  
(Effective for students admitted between Fall 2016 and Summer 2019)**

*Please refer to the Tuition and Fees section of this catalog for the costs associated with credits, laboratories, and practicums.*

|  |                             |
|--|-----------------------------|
| <b>AREA I. Foundation Courses</b> .....  | 27 credits                  |
| PHCP-500 Theories of Learning and Motivation .....   | 3 credits                   |
| IOPC-505 Ethics and Professional Conduct .....   | 3 credits                   |
| PHCP-661 Social Psychology with Emphasis on Puerto Rico .....  | 3 credits                   |
| PSYF-628 Neuroscience Approach of Cognitive and Affective Aspects of Behavior .....  | 3 credits                   |
| PSYF-540 Life Span Human Development.....  | 3 credits                   |
| IOPC-568 Applied Inferential Statistics.....   | 3 credits                   |
| IOPL-568 Applied Inferential Statistics (LAB) .....  | 0 credits                   |
| IOPC-588 Theory of Tests and Test Construction .....   | 3 credits                   |
| IOPC-570 Comparative Theories of Personality .....   | 3 credits                   |
| PHCP-612 History and Systems of Psychology.....  | 3 credits                   |
| <br><b>AREA II. Concentration Courses</b> .....  | <br>42 credits              |
| IOPC-573 Group Interaction and Decision Making .....   | 3 credits                   |
| IOPC-574 Personnel Psychology.....   | 3 credits                   |
| IOPC-575 Organizational Behavior.....  | 3 credits                   |
| IOPC-569 Research Methods in I/O Psychology.....   | 3 credits                   |
| IOPC-681 Positive Occupational Health Psychology.....  | 3 credits                   |
| IOPC-651 Diagnosis, Change, and Organization Development.....  | 3 credits                   |
| IOPC-678 Psychosocial Aspects of Health in Organizations .....   | 3 credits                   |
| IOPC-679 Labor Law .....   | 3 credits                   |
| IOPC-683 Psychological Assessment Techniques in the Organization .....   | 3 credits                   |
| IOPL-683 Psychological Assessment Techniques in the Organization (LAB).....  | 0 credits                   |
| IOPC-698 Theory and Methodology of Training Workshops .....  | 3 credits                   |
| IOPC-610 Leadership in Organizations .....   | 3 credits                   |
| RMIC-824 Techniques of Correlation and Multiple Regression .....   | 3 credits                   |
| RMSL-824 Techniques of Correlation and Multiple Regression (LAB).....  | 0 credits                   |
| RMIC-829 Advanced Statistics.....  | 3 credits                   |
| RMIC-875 Qualitative Research Design .....   | 3 credits                   |
| <br><b>AREA III. I/O Practicums</b>  |                             |
| Practicum I (IOMO-611), Practicum II (IOMO-613 & IOMO-614), Practicum III (IOMO-615),<br>Practicum IV (IOMO-616), and Current Topics in I/O Psychology (IOMO-617)..... | 0 credits                   |
| IOMO-801 Doctoral Research Paper .....   | 8 credits (equivalent)      |
| <br><b>AREA IV. CPIO-670 Capstone Project</b> .....  | <br>0 credits               |
| <br><b>AREA V. Electives</b> .....   | <br>12 credits              |
| <br><b>AREA VI. PHIO-705 Doctoral Level Qualifying Examination Part 1 and PHIO-706 Doctoral Level<br/>Qualifying Examination Part 2</b> .....                          | <br>0 credits               |
| <br><b>AREA VII. DISS-870 Dissertation</b> .....   | <br>0 credits               |
| <br><b>AREA VIII. Seminars and Workshops</b> .....   | <br>0 credits               |
| SEMM-531 APA Writing Style Seminar .....   | 0 credits                   |
| SEMM-545 Written and Oral Communication Skills in Psychology .....   | 0 credits                   |
| <br>Total Academic Credits.....  | <br>81 credits              |
| <br>Total Practicum Credits .....  | <br>24 credits (equivalent) |

**PH.D. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY  
CURRICULAR SEQUENCE  
(Effective for students admitted between Fall 2016 and Summer 2019)**

| <b>FALL - FIRST YEAR</b> |  |                      |                |
|--------------------------|--|----------------------|----------------|
| <b>Code</b>              | <b>Course Title</b>  | <b>Prerequisites</b> | <b>Credits</b> |
| IOPC-505                 | Ethics and Professional Conduct                                  | None                 | 3              |
| IOPC-574                 | Personnel Psychology   | None                 | 3              |
| PHCP-500                 | Theories of Learning and Motivation                              | None                 | 3              |
| IOPC-568                 | Applied Inferential Statistics                                   | None                 | 3              |
| IOPL-568                 | Applied Inferential Statistics (LAB) (concurrent with IOPC-568)  | None                 | 0              |
| IOMO-611                 | Industrial/Organizational Practicum I (concurrent with IOPC-574) | None                 | 0              |
| SEMM-531                 | APA Writing Style Seminar  | None                 | 0              |

| <b>SPRING - FIRST YEAR</b> |   |                              |                |
|----------------------------|---|------------------------------|----------------|
| <b>Code</b>                | <b>Course Title</b>   | <b>Prerequisites</b>         | <b>Credits</b> |
| IOPC-569                   | Research Methods in I/O Psychology  | IOPC-568, IOPL-568           | 3              |
| IOPC-573                   | Group Interaction and Decision Making                                     | IOPC-574                     | 3              |
| IOPC-575                   | Organizational Behavior   | IOPC-574                     | 3              |
| IOPC-588                   | Theory of Tests and Test Construction                                     | IOPC-568, IOPL-568           | 3              |
| IOMO-613                   | Industrial/Organizational Practicum II (concurrent with IOPC-573 and 575) | IOPC-505, IOMO-611           | 0              |
| IOMO-614                   | Foundations of Consulting Practice in I/O Psychology                      | IOPC-574, IOPC-505, IOMO-611 | 0              |
| SEMM-545                   | Written and Oral Communication Skills in Psychology                       | None                         | 0              |

| <b>SUMMER - FIRST YEAR</b> |  |                      |                |
|----------------------------|--|----------------------|----------------|
| <b>Code</b>                | <b>Course Title</b>  | <b>Prerequisites</b> | <b>Credits</b> |
| PSYF-540                   | Life Span Human Development  | None                 | 3              |
| PSYF-628                   | Neuroscience Approach of Cognitive and Affective Aspects of Behavior | None                 | 3              |

| <b>FALL - SECOND YEAR</b> |  |  |                |
|---------------------------|--|--|----------------|
| <b>Code</b>               | <b>Course Title</b>  | <b>Prerequisites</b>   | <b>Credits</b> |
| IOPC-570                  | Comparative Theories of Personality  | None   | 3              |
| IOPC-698                  | Theory and Methodology of Training Workshops   | IOPC-574   | 3              |
| IOPC-651                  | Diagnosis, Change, and Organization Development  | IOPC-573, IOPC-575   | 3              |
| IOPC-683                  | Psychological Assessment Techniques in the Organization                                  | IOPC-574, IOPC-588   | 3              |
| IOPL-683                  | Psychological Assessment Techniques in the Organization (LAB) (concurrent with IOPC-683) | IOPC-574, IOPC-588   | 0              |
| IOMO-615                  | Industrial/Organizational Practicum III  | IOPC-505, IOPC-574, IOPC-573, IOPC-575, IOPC-588, IOMO-611, IOMO-613, IOMO-614 | 0              |

| SPRING - SECOND YEAR |  |  |         |
|----------------------|--|--|---------|
| Code                 | Course Title   | Prerequisites  | Credits |
| IOPC-678             | Psychosocial Aspects of Health in Organizations        | IOPC-575   | 3       |
| IOPC-679             | Labor Law  | IOPC-574   | 3       |
| IOMO-617             | Current Topics in Industrial Organizational Psychology | IOPC-698, IOPC-574, IOPC-573, IOPC-575, IOPC-651   | 3       |
| IOMO-616             | Industrial/Organizational Practicum IV                 | IOMO-615   | 0       |
| PHCP-661             | Social Psychology with Emphasis on Puerto Rico         | None   | 3       |
| CPIO-670             | Capstone Project                                       | IOPC-505, IOPC-574, IOPC- IOPC-573, IOPC-575, IOPC-569, IOPC-588, IOPC-698, IOPC-651, IOMO-611, IOMO-613, IOMO-614, IOMO-615 | 0       |

| SUMMER - SECOND YEAR |   |                    |         |
|----------------------|---|--------------------|---------|
| Code                 | Course Title                            | Prerequisites      | Credits |
| IOPC-681             | Positive Occupational Health Psychology | IOPC-678           | 3       |
| IOPC-610             | Leadership in Organizations             | IOPC-573, IOPC-575 | 3       |

| FALL - THIRD YEAR |                     |               |         |
|-------------------|---------------------|---------------|---------|
| Code              | Course Title        | Prerequisites | Credits |
|                   | Elective Course #1* | None          | 3       |
|                   | Elective Course #2* | None          | 3       |
|                   | Elective Course #3* | None          | 3       |

| SPRING - THIRD YEAR |   |               |         |
|---------------------|---|---------------|---------|
| Code                | Course Title  | Prerequisites | Credits |
|                     | Elective Course #4*                                     | None          | 3       |
| RMIC-824            | Techniques of Correlation and Multiple Regression       | IOPC-568      | 3       |
| RMSL-824            | Techniques of Correlation and Multiple Regression (LAB) | IOPC-568      | 0       |
| RMIC-829            | Advanced Statistics                                     | None          | 3       |

| SUMMER - THIRD YEAR |                                   |               |         |
|---------------------|-----------------------------------|---------------|---------|
| Code                | Course Title                      | Prerequisites | Credits |
| RMIC-875            | Qualitative Research Design       | IOPC-569      | 3       |
| PHCP-612            | History and Systems of Psychology | None          | 3       |

| FALL - FOURTH YEAR |                                       |                              |         |
|--------------------|---------------------------------------|------------------------------|---------|
| Code               | Course Title                          | Prerequisites                | Credits |
| IOMO-801           | Doctoral Research Paper               | IOPC-569, RMIC-824, RMIC-829 | 0       |
| PHIO-705           | Doctoral Level Qualifying Examination | None                         | 0       |

| SPRING - FOURTH YEAR |                                       |                              |         |
|----------------------|---------------------------------------|------------------------------|---------|
| Code                 | Course Title                          | Prerequisites                | Credits |
| IOMO-801             | Doctoral Research Paper               | IOPC-569, RMIC-824, RMIC-829 | 0       |
| PHIO-706             | Doctoral Level Qualifying Examination | None                         | 0       |

| <b>SUMMER - FOURTH YEAR</b> |                         |                                 |                |
|-----------------------------|-------------------------|---------------------------------|----------------|
| <b>Code</b>                 | <b>Course Title</b>     | <b>Prerequisites</b>            | <b>Credits</b> |
| IOMO-801                    | Doctoral Research Paper | IOPC-569, RMIC-824,<br>RMIC-829 |                |
| DISS-870                    | Dissertation            | None                            |                |

| <b>FALL - FIFTH YEAR</b> |                     |                      |                |
|--------------------------|---------------------|----------------------|----------------|
| <b>Code</b>              | <b>Course Title</b> | <b>Prerequisites</b> | <b>Credits</b> |
| DISS-870                 | Dissertation        | None                 |                |

| <b>SPRING - FIFTH YEAR</b> |                     |                      |                |
|----------------------------|---------------------|----------------------|----------------|
| <b>Code</b>                | <b>Course Title</b> | <b>Prerequisites</b> | <b>Credits</b> |
| DISS-870                   | Dissertation        | None                 |                |

**PH.D. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY  
CURRICULAR REQUIREMENTS  
(Effective Fall 2019)**

*Please refer to the Tuition and Fees section of this catalog for costs associated with credits, laboratories, and practices.*

**AREA I. Foundation Courses..... 21 credits**

|   |           |
|---|-----------|
| IOPC-568 Applied Inferential Statistics .....   | 3 credits |
| IOPC-568 Applied Inferential Statistics (LAB)<br>(concurrent with IOPC-568) .....     | 1 credit  |
| PSYF-588 Theory of Tests and Test Construction .....                                  | 3 credits |
| IOPC-501 Ethics and Professional Conduct .....  | 2 credits |
| PSYF-628 Neuroscience Approach to Cognitive<br>and Affective Aspects of Behavior..... | 3 credits |
| PSYF-630 Social Aspects of Behavior .....   | 2 credits |
| IOPC-685 General Models in Psychology.....  | 3 credits |
| PSYF-503 Theories of Learning and Motivation .....                                    | 2 credits |
| PSYF-502 Life Span Human Development .....  | 2 credits |

**AREA II. Concentration Courses..... 41 credits**

|  |           |
|--|-----------|
| IOPC-569 Research Methods in I/O Psychology .....                                    | 3 credits |
| IOPC-573 Group Interaction and Decision-Making .....                                 | 3 credits |
| IOPC-574 Personnel Psychology .....  | 3 credits |
| IOPC-575 Organizational Behavior.....  | 3 credits |
| IOPC-610 Leadership in Organizations .....   | 3 credits |
| IOPC-651 Diagnosis, Change, and Organization Development .....                       | 3 credits |
| IOPC-669 Labor Law .....   | 2 credits |
| IOPC-681 Positive Occupational Health Psychology .....                               | 3 credits |
| IOPC-684 Psychological Assessment Techniques in the<br>Organization .....            | 2 credits |
| IOPC-684 Psychological Assessment Techniques in the<br>Organization (LAB) .....      | 1 credit  |
| IOPC-678 Psychosocial Aspects of Health in Organizations .....                       | 3 credits |
| IOPC-698 Theory and Methods of Training Workshops .....                              | 3 credits |
| RMIC-829 Advanced Statistics .....   | 3 credits |
| RMIC-875 Qualitative Research Designs .....  | 3 credits |
| PCRT-757 Evaluation Models and Strategies for Social and<br>Education Programs ..... | 3 credits |

**AREA III. I/O Practicums..... 7 credits**

|   |          |
|---|----------|
| IOMO-611 Industrial/Organizational Practicum I<br>(concurrent with IOPC 574 and IOPC 501) ..... | 1 credit |
| IOMO-614 Foundations of Consulting Practice in I/O Psychology .....                             | 1 credit |
| IOMO-625 Industrial/Organizational Practicum II .....   | 1 credit |
| IOMO-626 Industrial/Organizational Practicum III .....  | 1 credit |
| IOMO-802 Doctoral Research Paper.....   | 3 credit |

**AREA IV. Seminars..... 1 credit**

|  |          |
|--|----------|
| SEMM-556 APA writing style and written communication skills..... | 1 credit |
|--|----------|

|   |                               |
|---|-------------------------------|
| <b>AREA V. Exams</b> .....                                  | <b>0 credits</b>              |
| MSIO-605 Comprehensive Examination .....                    | 0 credits                     |
| MSIO-606 Comprehensive Examination .....                    | 0 credits                     |
| PHIO-705 Doctoral Level Qualifying Examination Part 1 ..... | 0 credits                     |
| PHIO-706 Doctoral Level Qualifying Examination Part 2 ..... | 0 credits                     |
| <b>AREA VI. Electives</b> .....                             | <b>9 credits</b>              |
| <b>AREA VII. Dissertation</b> .....                         | <b>0 credits</b>              |
| DISS-870 .....  | 0 credits                     |
| <b>Total Academic Credits</b> .....                         | <b>79 credits</b>             |
| <b>Total Practicum Credits</b> .....                        | <b>7 credits (equivalent)</b> |

**PH.D. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY  
CURRICULAR SEQUENCE  
(Effective Fall 2019)**

| FIRST SESSION YEAR |  |               |         |
|--------------------|--|---------------|---------|
| Code               | Course Title   | Prerequisites | Credits |
| IOPC 501           | Ethics and Professional Conduct  |               | 2       |
| IOPC 574           | Personnel Psychology   |               | 3       |
| IOPC 568           | Applied Inferential Statistics<br>(concurrent with IOPL-568)                     |               | 3       |
| IOPL 568           | Applied Inferential Statistics (LAB)<br>(concurrent with IOPC-568)               |               | 1       |
| IOMO 611           | Industrial/Organizational Practicum I<br>(concurrent with IOPC 574 and IOPC 501) |               | 1       |
| SEMM 556           | APA writing style and written communication skills                               |               | 1       |

| SECOND SESSION FIRST YEAR |  |                        |         |
|---------------------------|--|------------------------|---------|
| Code                      | Course Title   | Prerequisites          | Credits |
| IOPC 698                  | Theory and Methods of Training Workshops             |                        | 3       |
| IOPC 573                  | Group Interaction and Decision-Making                |                        | 3       |
| IOPC 575                  | Organizational Behavior                              |                        | 3       |
| PSYF 588                  | Theory of Tests and Test Construction                | IOPC 568 & IOPL<br>568 | 3       |
| IOMO 614                  | Foundations of Consulting Practice in I/O Psychology | IOPC 501               | 1       |

| THIRD SESSION FIRST YEAR |   |               |         |
|--------------------------|---|---------------|---------|
| Code                     | Course Title  | Prerequisites | Credits |
| PSYF 502                 | Life Span Human Development   |               | 2       |
| PSYF 628                 | Neuroscience Approach to Cognitive and Affective<br>Aspects of Behavior |               | 3       |

| FIRST SESSION SECOND YEAR |   |               |         |
|---------------------------|---|---------------|---------|
| Code                      | Course Title                                    | Prerequisites | Credits |
| IOPC 651                  | Diagnosis, Change, and Organization Development | IOPC 575      | 3       |
| IOPC 685                  | General Models in Psychology                    |               | 3       |
| IOPC 669                  | Labor Law                                       |               | 2       |
| PSYF 503                  | Theories of Learning and Motivation             |               | 2       |
| PSYF 630                  | Social Aspects of Behavior                      |               | 2       |

|          |  |  |   |
|----------|--|--|---|
| IOMO 625 | Industrial/Organizational Practicum II | IOPC 501, IOPC 574, IOPC 573, PSYF-588, IOPC 575, IOPC 698, IOMO-611, IOMO 614 | 1 |
|----------|--|--|---|



| SECOND SESSION SECOND YEAR |  |   |         |
|----------------------------|--|---|---------|
| Code                       | Course Title   | Prerequisites   | Credits |
| IOPC 684                   | Psychological Assessment Techniques in the Organization<br>(concurrent with IOPI-684)    | PSYF 588<br>IOPC 574  | 2       |
| IOPL 684                   | Psychological Assessment Techniques in the Organization (LAB) (concurrent with IOPC-684) | PSYF 588<br>IOPC 574  | 1       |
| IOPC 678                   | Psychosocial Aspects of Health in Organizations  | IOPC 575  | 3       |
| IOPC 569                   | Research Methods in I/O Psychology   | IOPC 568 & IOPL 568   | 3       |
| IOMO 626                   | Industrial/Organizational Practicum III  | IOMO 625  | 1       |
| MSIO 605                   | Comprehensive Examination  | IOPC 501, IOPC 568, IOPL 568, PSYF 588, IOPC 685, PSYF 628, PSYF 630                      |         |
| MSIO 606                   | Comprehensive Examination  | IOPC 574, IOPC 573, IOPC 680, IOMO 611, IOPC 698, IOPC 573, IOPC 575, IOMO 614, IOPC 651, |         |

| THIRD SESSION SECOND YEAR |   |               |         |
|---------------------------|---|---------------|---------|
| Code                      | Course Title                            | Prerequisites | Credits |
| IOPC 681                  | Positive Occupational Health Psychology |               | 3       |
| IOPC 610                  | Leadership in Organizations             |               | 3       |

| FIRST SESSION THIRD YEAR |                             |               |         |
|--------------------------|-----------------------------|---------------|---------|
| Code                     | Course Title                | Prerequisites | Credits |
| RMIC-875                 | Qualitative Research Design |               | 3       |
| IOMO-802                 | Doctoral Research Paper     |               | 1       |
|                          | Elective                    |               | 3       |

| SECOND SESSION THIRD YEAR |  |               |         |
|---------------------------|--|---------------|---------|
| Code                      | Course Title   | Prerequisites | Credits |
| PCRT-757                  | Evaluation Models and Strategies for Social and Education Programs |               | 3       |
| RMIC-829                  | Advanced Statistics  |               | 3       |
| IOMO-802                  | Doctoral Research Paper  |               | 1       |

| THIRD SESSION THIRD YEAR |                         |               |         |
|--------------------------|-------------------------|---------------|---------|
| Code                     | Course Title            | Prerequisites | Credits |
| IOMO-802                 | Doctoral Research Paper |               | 1       |
|                          | Elective                |               | 3       |
|                          | Elective                |               | 3       |

| <b>FIRST SESSION FOURTH YEAR</b> |  |                      |                |
|----------------------------------|--|----------------------|----------------|
| <b>Code</b>                      | <b>Course Title</b>                          | <b>Prerequisites</b> | <b>Credits</b> |
| PHIO-705                         | Doctoral Level Qualifying Examination Part 1 |                      |                |
| DISS-870                         | Dissertation                                 |                      |                |

| <b>SECOND SESSION FOURTH YEAR</b> |  |                      |                |
|-----------------------------------|--|----------------------|----------------|
| <b>Code</b>                       | <b>Course Title</b>                          | <b>Prerequisites</b> | <b>Credits</b> |
| PHIO-706                          | Doctoral Level Qualifying Examination Part 2 |                      |                |
| DISS-870                          | Dissertation                                 |                      |                |

| <b>THIRD SESSION FOURTH YEAR</b> |                     |                      |                |
|----------------------------------|---------------------|----------------------|----------------|
| <b>Code</b>                      | <b>Course Title</b> | <b>Prerequisites</b> | <b>Credits</b> |
| DISS-870                         | Dissertation        |                      |                |

\*Preparatory prerequisites (12 credits)

PSYU-419 - Introduction to Neuropsychology or PSYU-407 / Physiological Psychology (or equivalent)

PSYU-305 - Theories of Personality (or equivalent)

PSYU-306 - Psychopathology (or equivalent)

PSYU-308 - Statistics for Psychology (or equivalent)

**PH.D. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY  
COURSE DESCRIPTIONS**

**DISS-870 DISSERTATION**

**PREREQUISITE:** Pass doctoral-level examinations

Students are required to enroll in this course while they are actively working on their dissertations.

**IOMO-611 INDUSTRIAL/ORGANIZATIONAL PRACTICUM I (1 credit)**

**PREREQUISITES:** None **COREQUISITE:** IOPC-574, IOPC-501

The aim of this module is to study topics such as professionalism in business, human relations in workplace settings, and other general competencies pertinent to the role of I/O Psychologists. Students will study the importance of self-care, recovery activities, and time management. They will have the opportunity to learn how to develop presentations designs effectively. Topics such as project management, management skills, effective delegation, supervision and follow-up, and technology management in I/O Psychology will be studied.

**IOMO-614 FOUNDATIONS OF CONSULTING PRACTICE IN I/O PSYCHOLOGY (1 credit)**

**PREREQUISITES:** IOPC-501

Discussion of strategies and techniques in the practice of professional consultation in industrial/organizational psychology. Theoretical aspects will be discussed, and practical exercises will be conducted to develop student competencies in such techniques. A minimum of 50 external consulting experience is required to approve this practice.

**IOMO-625 & 626 INDUSTRIAL/ORGANIZATIONAL PRACTICUM II & III (1 credit each) PREREQUISITES for**

**IOMO-625:** IOMO-611, IOMO-614, IOPC-501, IOPC-573, IOPC-574, IOPC-575, PSYF-588, IOPC -698,

**PREREQUISITE for IOMO-616:** IOMO-615

The main objective of the practicum experience is to enable students to integrate theoretical knowledge with the realities confronted by practitioners. Through placements in different workplace settings, students develop skills in performing the multiple tasks and roles of industrial/organizational psychologists.

**IOMO-802 DOCTORAL RESEARCH PAPER (1 credits)**

**PREREQUISITES:**

Students carry out an IRB-approved applied research project that ends in the submission of a paper to a peer-reviewed journal or for a professional presentation. Each student has three consecutive chances (beginning in the Fall term following the completion of prerequisites) to enroll in the course. Enrollment must be consecutive. The student should pair with a supervisor for this practice.

**IOPC-501 ETHICS AND PROFESSIONAL CONDUCT (2 credits)**

**PREREQUISITES:** None

The course introduces topics related to ethical issues, legal issues and professional conduct associated to the practice of industrial and organizational psychology. Analysis of value conflicts (including those that may reflect different cultural orientations), decision-making, maintenance of high professional standards, confidentiality, and standards for human research are among the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and license requirements, will also be discussed.

**IOPC-568 APPLIED INFERENTIAL STATISTICS (3 credits)**

**PREREQUISITE:** None **COREQUISITE:** IOPL-568

The course offers an introduction to inferential statistics in the context of psychological research. Students learn about appropriate parametric and non-parametric tests for different research designs and types of data collected. The topics covered include hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, the t distribution, Chi square and the U test, correlational analysis, simple and multiple regression, mediation, and moderation analysis, among others. A concurrent statistics lab will be required.

**IOPC-569 RESEARCH METHODS IN I/O PSYCHOLOGY (3 credits)****PREREQUISITES:** IOPC-568, IOPL-568

This course examines the primary research techniques used in industrial/organizational psychology. The theoretical aspects of each technique will be discussed, and student competencies will be developed through practical exercises.

**IOPC-573 GROUP INTERACTION AND DECISION-MAKING (3 credits)****PREREQUISITE:** None

A socio-psychological approach to the study of group interaction and processes. The relevance of group formation and development, social norms, role structure, conflict, and decision-making will be considered as they apply to organizational groups.

**IOPC-574 PERSONNEL PSYCHOLOGY (3 credits)****PREREQUISITES:** None

Traditional and contemporary methods and procedures are analyzed in the following areas: human resource planning, job analysis, personnel recruitment and selection, job performance evaluation, organizational socialization, and job termination. Special consideration will be given to ethical and legal aspects in personnel psychology and the role of industrial/organizational psychology in the aforementioned areas.

**IOPC-575 ORGANIZATIONAL BEHAVIOR (3 credits)****PREREQUISITES:** None

Discussion and analysis of the most important theories, models, and techniques used to study human behavior in organizational settings. The historical development of the discipline is presented and analyzed in a critical manner. Individual and group behavior theories in organizations are discussed and analyzed using a holistic approach.

**PSYF-588 THEORY OF TESTS AND TEST CONSTRUCTION (3 credits)****PREREQUISITES:** IOPC-568, IOPL-568

This course presents the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales. Students will apply knowledge from the course to construct their own assessment instruments.

**IOPC-610 LEADERSHIP IN ORGANIZATIONS (3 credits)****PREREQUISITES:** None

This course focuses on leadership development and the analysis of leadership processes in the organizational environment, enabling students to develop the skills necessary to conduct effective interventions as organizational leaders. The main concepts and theories on this subject are discussed. Similarities and differences between the roles of supervisor, manager, and leader are discussed, establishing the basic characteristics of leadership in the workplace. The current and future challenges of leadership in organizations are evaluated according to current socioeconomic circumstances and future projections. The course concludes with an analysis of several controversies in the field, such as cross-cultural manifestations in organizational leadership as shown through current sexual and gender research findings in Puerto Rico.

**IOPC-651 DIAGNOSIS, CHANGE, AND ORGANIZATIONAL DEVELOPMENT (3 credits)****PREREQUISITES:** IOPC-575

Students develop the basic competencies needed to engage in the diagnosis of organizational problems, implement change and organizational development strategies, and assess their effectiveness. In addition, ethical, legal, and professional issues related to the practice of organizational development are discussed.

**IOPC-678 PSYCHOSOCIAL ASPECTS OF HEALTH IN ORGANIZATIONS (3 credits)****PREREQUISITE:** IOPC-575

Study of occupational health psychology and the organizational factors that promote and impede health in the workplace. Discussion of workplace violence; theoretical models that study stress, alcoholism. and

drug addiction in organizations; psychological disorders and their relationship with the workplace; and the reasonable accommodation of employees with emotional disabilities. Special attention will be given to the role of industrial/organizational psychology in the promotion of occupational health.

**IOPC-669 LABOR LAW (2 credits)**

**PREREQUISITES:** None

Overview of the historical evaluation of labor law in Puerto Rico. Discussion of local and federal laws that regulate labor relations in public and private sectors of Puerto Rico.

**IOPC-681 POSITIVE OCCUPATIONAL HEALTH PSYCHOLOGY (3 credits)**

**PREREQUISITES:** None

This course examines the foundations of occupational health psychology, emphasizing the contributions of positive psychology. Organizational interventions and scientific research that deals with occupational health will also be discussed and analyzed.

**IOPC-684 PSYCHOLOGICAL ASSESSMENT TECHNIQUES IN THE ORGANIZATION (2 credits)**

**PREREQUISITES:** IOPC-588, IOPC-574

Discussion of the different techniques of psychological measurement that are used in the selection of personnel in organizations. The main perspectives in the management of a selection and evaluation system will be discussed, giving emphasis to the strategic organizational variables to consider when selecting personnel. The foregoing will be linked to the discussion of the ethical-legal aspects to consider when developing a personnel selection and evaluation system, especially the elements associated with the evaluation of people with disabilities and minimizing the adverse impact.

**IOPC-685 GENERAL MODELS IN PSYCHOLOGY (3 credits)**

**PREREQUISITES:** None

This introductory course is designed to provide I/O students with basic principles and knowledge related to dysfunctional behavior classification, using the current Diagnostic and Statistical Manual of Mental Disorders Text Revision (DSM), and assessment methods. Also, foundational psychology theories and models will be revised.

**IOPC-698 THEORY AND METHODS OF TRAINING WORKSHOPS (3 credits)**

**PREREQUISITES:** None

This course introduces students to their function as trainers, whether as training consultants or as organizational members who perform those functions. Theories of basic learning are discussed regarding the effective design of training programs for adults. The conceptual framework for developing effective training designs is analyzed, and the necessary concepts and skills for the development of need-based training analysis are discussed. Students learn how to carry out presentations for effective training, manage difficult participants, and create a favorable environment for learning. The course includes a review of methods of training; its uses, advantages, and disadvantages; and their potential for fostering learning. Diverse strategies for the evaluation of training are also discussed, taking as a starting point the instructional objectives established.

**IOPL-568 APPLIED INFERENTIAL STATISTICS (LAB) (1 credits)**

**PREREQUISITES:** None

**COREQUISITE:** IOPC-568

This laboratory provides opportunities for students to develop skills in conducting and interpreting inferential statistical analyses with categorical and continuous data.

**IOPL-684 PSYCHOLOGICAL ASSESSMENT TECHNIQUES IN THE ORGANIZATION (LAB) (1 credits)**

**PREREQUISITE:** IOPC-574, PSYF-588

**COREQUISITE:** IOPC-684

To be taken concurrently with the regular course at an assigned schedule. The Laboratory of Techniques of Psychological Evaluation in Organizations provides the opportunity to the students to develop knowledge, skills, and abilities to perform the most used psychological tests in the industry in the selection and recruitment process. The techniques and tests presented can be used in simple recruitment processes to

the most complex where it is intended to identify senior management positions in the organization. While working with the tests, students will be able to apply previously learned concepts in other courses that are related to ethics, test construction, labor law, personnel psychology, among others.

**PCRT-757 EVALUATION MODELS AND STRATEGIES FOR SOCIAL OR EDUCATIONAL PROGRAMS (3 cr.)**

The main purpose of this course is the study of the theories, models, strategies, and basic principles of the assessment process for programs and services. It emphasizes in the assessment of social and educational programs and services. Also, it covers the differences between the concepts of evaluation and assessment and characteristics of this strategy as a mean of continuous improvement.

The course will train the student to select and implement the most pertinent model for the service or program under evaluation, design an assessment proposal, develop instruments, analyze the data and submit a final assessment report. It is expected that this course helps the student to complete the skills developed in the Professional Consultation and Design and Administration of Human Services Programs courses.

**PSYF-503 THEORIES OF LEARNING AND MOTIVATION (2 credits)**

**PREREQUISITES:** None

Contemporary and classical theories of learning and motivation. Relevant research in the behavioral, cognitive, social learning, and neurophysiological areas are discussed. Also discussed are the implications for psychological interventions of studies in the field of learning and motivation.

**PSYF-630 SOCIAL PSYCHOLOGY (2 credits)**

**PREREQUISITES:** None

In this course, the theoretical bases of social psychology will be analyzed. Emphasis will be given to the relationship between social psychology and behavior. The course will explore the extent to which social psychology is subject to variation within different cultural contexts, with an emphasis on the Puerto Rican society. Relevant research on these topics will be analyzed in the existing literature. A socio-historical analysis will be conducted, taking into special consideration the colonial influence of the United State in Puerto Rico.

**PSYF-502 LIFE SPAN HUMAN DEVELOPMENT (2 credits)**

**PREREQUISITES:** None

A review of theory and research on human development across the lifespan. The focus is on psychosocial, cognitive, moral, and intellectual development. Emphasis is given to the identification of factors in developmental disorders and cross-cultural differences in life context and worldview.

**PSYF-628 NEUROSCIENCE APPROACH TO COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR (3 credits)**

**PREREQUISITES:** None

This course provides a review of the major theories of cognition and affective aspects of behavior. The course will include a description of the physiological processes of human behavior, such as the structure of the neurological system, sensory systems, synaptic chemistry, and electrophysiology of the encephalon. The course will also present different pathologies and deficits related to the cognitive and affective aspects of behavior.

**RMIC-829 ADVANCED STATISTICS (3 credits)**

**PREREQUISITES:** None

This course familiarizes students with a range of procedures for multivariate statistical methods and develops data analysis skills. The focus will be on discussing conceptual and practical issues of multivariate data analysis techniques and interpreting results. Along with other topics, the course will cover mediation and moderation with a regression-based approach; conceptual and practical aspect of structural equation modeling (including path analysis, confirmatory factor analysis, and structural models); and conceptual and analytical introduction to multilevel analysis and meta-analysis.

**RMIC-875 QUALITATIVE RESEARCH DESIGN (3 credits)****PREREQUISITE:**

This course examines the theoretical and practical foundations of qualitative methods and their application to research within different perspectives of the social sciences, especially psychology. We will focus on the following areas: historical background, ethical controversies and paradigms, contemporary perspectives, research strategies, compilation of data methodology, and the future of the discipline in the social sciences. The course includes the revision and critical analysis of qualitative studies in the field of psychology.

**SEMM-556 APA WRITING STYLE AND WRITTEN COMMUNICATION SKILLS (1 credits)****PREREQUISITES:** None

The APA Writing Style and Written Communication Skills seminar has the purpose of providing students the basic skills on how to prepare a manuscript utilizing the American Psychological Association writing style manual and helping students understand the importance of developing and maintaining professional writing skills directly related to organizational setting. Ethical and legal implications of professional writing skills will be offered. In the written communication, emphasis will be placed on the textual markers, the active voice, the correct use of acronyms and abbreviations, inclusive language in research and professional practice, and other general rules of our native language (Spanish).

## **DOCTOR OF PHILOSOPHY IN PSYCHOLOGY SPECIALIZATION IN CONSULTING, RESEARCH, AND TEACHING**

### **MISSION**

The mission of the Ph.D. in Psychology with Specialization in Consulting, Research, and Teaching program at Albizu University, San Juan Campus, is to provide training in the program's multi-disciplinary competencies to students who have previously earned a master's degree in any fields related to psychology, social and behavioral sciences, education, or health. The Ph.D. program in Psychology with Specialization in Consulting, Research, and Teaching addresses the need for advanced training for those who wish to develop the advanced skills needed to teach at the university level or engage in professional consultation and research. The program retains the traditional emphasis of a Ph.D. program on statistics and research skills.

### **TRAINING MODEL**

The Ph.D. in Psychology program at the San Juan Campus is meticulously structured around a comprehensive curriculum, featuring 56 credits of coursework, supplemented by targeted practical academic experiences designed to enhance critical skills and competencies. Central to this dynamic educational journey is the completion of a doctoral dissertation and the drafting of a peer-reviewed journal article, which are integral to the scholarly development of students. As part of their training, students engage in specialized training across multiple domains, including needs assessment for educational and social services, program development and evaluation, curriculum design, and professional consultation. Practical experience is fundamental to this curriculum, with hands-on practicums such as PCRP-876 and PCRP-877, where students participate in extensive research projects. These projects involve crucial phases of data management and development of research in selected specializations. Additionally, the PCRP-783 Teaching Practicum is essential for assisting in course preparation and evaluation, preparing students to effectively apply their expertise in real-world educational settings.

The training model of the Ph.D. program is robust, integrating a substantial coursework plan enhanced by practical experiences which foster significant professional skills. This model emphasizes the development of competencies in the following areas:

- Needs Assessment Development: Tailoring evaluations to identify the specific needs of educational and social service organizations.
- Program Development and Evaluation: Constructing and critically assessing programs to achieve organizational objectives efficiently.
- Remedial Strategy Preparation: Designing strategies to improve the overall quality of programs and services.
- Curriculum Development and Evaluation: Creating and assessing educational curricula to meet learning objectives and adhere to industry standards.
- Research Project Execution: Conducting substantial research projects that contribute new insights to the field of psychology.
- Journal Article Preparation and Submission: Equipping students with the skills required to write and publish scholarly articles.
- Consultation Model Application: Implementing consultation strategies in practical scenarios to provide effective solutions.
- Knowledge Application in Teaching: Employing diverse teaching strategies to meet various learning needs.

### **TRAINING GOALS**

The Ph.D. in Psychology program aims to provide comprehensive doctoral-level training, preparing graduates for advanced roles in consulting, research, and academia. This program is specifically designed for individuals with a master's degree in psychology, social and behavioral sciences, education, or health. It seeks to develop a deep understanding of theoretical foundations and practical applications in these fields, empowering students to contribute significantly to psychological scholarship and practice.



## TRAINING OBJECTIVES

Upon completion of all academic requirements, students will be equipped to:

- **Develop and Implement Needs Assessments:** Design and execute sophisticated assessment methods to identify the needs within educational and social service environments, ensuring interventions are effectively targeted.
- **Program Design and Evaluation:** Skillfully construct and critically evaluate the structure and impact of educational and social service programs, using evidence-based approaches to enhance program efficacy and outcomes.
- **Curriculum Development:** Design, assess, and refine educational curricula, aligning them with contemporary educational standards and the diverse needs of learners.
- **Professional Consulting:** Act as expert consultants, providing strategic guidance and support to academic institutions and social service organizations, helping them navigate complex challenges and improve their services.
- **Research Leadership:** Initiate and manage complex research projects from conception through to completion, contributing new knowledge to the field of psychology.
- **Scholarly Publishing:** Write and disseminate research findings through peer-reviewed academic journals and broader media outlets, establishing a professional voice in both the scientific community and public sphere.
- **Academic Teaching:** Serve as faculty members in various academic settings, adept in accommodating diverse learning styles and promoting inclusive educational practices.

## PROGRAM COMPETENCIES

### Competency #1: Research

- Evidence an independent ability to formulate and conduct research or scholarly activities that contribute to the scientific, psychological, or professional knowledge.
- Evaluate and disseminate research and scholarly works that contribute to the scientific, psychological, or professional knowledge base.
- Prioritizes research work duties for maximum efficiency.
- Develops and utilizes research best practices.

### Competency #2: Ethical and legal standards

- Understand the American Psychological Association (APA) and the Examining Board of Psychologists of Puerto Rico Ethical Principles and Codes of Conduct, as well as national and federal laws, rules, regulations, and professional standards and guidelines relevant to psychology.
- Ability to integrate core values, behavioral integrity, and accountability throughout their professional practice.
- Identifies potential conflicts of interest.
- Demonstrate accountability for actions.

### Competency #3: Professional values, attitudes, and behaviors

- Model professional behaviors that reflect professional values and attitudes, including integrity, trust building, credibility, accountability, and concern for the welfare of others.
- Engage in self-reflection on personal and professional functioning to improve professional effectiveness and independence during training.

- Demonstrate openness and flexibility to feedback and supervision.
- Demonstrate approachability and openness in ways that promote successful relationships and the best interest of all parties.

#### **Competency #4. Communication and Interpersonal Skills**

- Demonstrate appropriate oral, nonverbal, and written communication skills focused on projecting an informative, clear, concise, and well-integrated information through the application of professional language concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
- Utilizes communications technology, learning objects and innovative tools to effectively exchange information.
- Propose proactive communications.

#### **Competence #5. Leadership**

- Demonstrate ability to direct and contribute to initiatives and processes in multiple settings.
- Develops solutions to overcome challenges and create a healthy environment.
- Demonstrate and foster collaboration.
- Demonstrates agility, initiative, flexibility, and adaptability.

#### **Competency #6: Consultation and interprofessional/interdisciplinary skills**

- Demonstrate knowledge and skills in professional consultation models and practices.
- Demonstrate knowledge and respect for the roles and perspectives of other professionals within interdisciplinary contexts.
- Applies creative problem solving to address customer needs and issues.
- Propose consulting solutions in a proactive manner.

#### **Competency #7: Teaching**

- Demonstrate knowledge in curriculum development, evaluation, and test construction.
- Apply knowledge and skills to assess the teaching-learning process.
- Demonstrate knowledge in current teaching models that facilitate education.
- Develop innovative forms and methods of organizing the learning process.

#### **Competency #8: Global and Cultural Sensitivity**

- Demonstrate understanding and adaptability for the differences with a nonjudgmental respect for other perspectives.
- Facilitate inclusion.
- Perform with a global, open mindset while being sensitive to local cultural needs and challenges.

- Adapts perspective and behavior to meet the cultural context.

## SCHOOL PRACTICUM HOURS

### School Psychology Practicum and Internship Hours

| Practicum Level       | Duration              | Total Hours | Key Activities  |
|-----------------------|-----------------------|-------------|---|
| Research Practicum I  | One academic semester | 150 hours   | Engages students in research projects, emphasizing data management and preliminary analysis skills. This practicum provides a foundational experience in scientific investigation.  |
| Research Practicum II | One academic semester | 150 hours   | Continues the research training by allowing students to undertake specific projects in Consulting, Teaching, or Scientific Research. This practicum culminates in the delivery of a comprehensive research report.  |
| Teaching Practicum    | One academic semester | 100 hours   | Provides a platform for students to assist in academic processes under a professor's supervision, including planning, preparing materials, and assessing courses. This practicum culminates in evaluations from both the supervising professor and the students, ensuring the application and refinement of pedagogical skills. |

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documents

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having completed a master's degree (M.A. or M.S.), in any fields related to psychology, social and behavioral sciences, education or health, in a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average** of 3.00 on a 4.00 scale.
3. **Official transcripts** from *all* previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*
4. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official recommendation form:*

Spanish version:

<https://www.albizu.edu/wp-content/uploads/2020/06/CARTA-DE-RECOMENDACION-EN-ESPA%C3%91OL-SJU-Rev.2019.pdf>

English version:

[https://www.albizu.edu/wp-content/uploads/dlm\\_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf](https://www.albizu.edu/wp-content/uploads/dlm_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf)

5. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a

resident during the past five years.

6. An original **Health Certificate**, no more than one year old.
7. Proof of **Hepatitis B vaccination**.
8. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
9. Results of an **interview with program faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the Ph.D. in Psychology program faculty.
10. A **Statement of Purpose** written at the time of the interview (for those candidates invited for an interview). The statement of purpose serves to verify the candidate's interest in the Ph.D. in Psychology program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.
11. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <https://www.albizu.edu/international-students/>
12. **Any additional documents** that may be required by the Ph.D. in Psychology program at a future date, as specified at the time of application to the program.

The program reserves the right to admit candidates with exceptional characteristics.

### **Admission Procedures**

1. Candidates must submit all required documents by the established deadline.
2. The Admissions Committee will prepare an initial evaluation for every applicant and will assign a preliminary score to each one based on the criteria and relative values established by the Ph.D. in Psychology program. Candidates who qualify will receive an invitation for an interview with program faculty.
3. Selected applicants will be informed of the place, time, and day of the interview.
4. The Admissions Committee will complete the evaluation process of each candidate who has been interviewed and assign a final score based on the criteria and relative values established by the program.
5. A letter of notification with the determination of the Admissions Committee will be sent to each applicant.

### **IDENTITY VERIFICATION**

All admitted students are required to present a current ID card for identity verification purposes.

### **REQUIREMENTS FOR THE PH.D. IN PSYCHOLOGY WITH SPECIALIZATION IN CONSULTING, RESEARCH AND TEACHING DEGREE**

1. A cumulative grade point average (CGPA) of 3.00 or higher on a 4.00 scale.
2. Completion of a minimum of two and a half years of full-time residency in the program.

3. Grades of "B" or higher in all courses.
4. Satisfactory completion of 56 credits, including 100 hours of teaching practicum, and 300 hours of supervised research.
5. Satisfactory completion of a dissertation; if applicable, candidates must obtain written approval from the Research Training Program of having met the standards for research design and from the Internal Review Board for ethical practice in applicable research with human subjects (see *Dissertation Manual* and *IRB Procedures Manual*) prior to collecting data for the dissertation.
6. No more than one (1) NP, W, or AW in any laboratory, or practicum.
7. No more than one (1) NP in the dissertation, whether consecutive or not
8. Fulfillment of all institutional obligations.
9. Good standing in the program, i.e., no disciplinary action pending or academic or clinical probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again.
10. Recommendation from the program faculty for the doctoral degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*.

**PH.D. IN PSYCHOLOGY  
SPECIALIZATION IN CONSULTING, RESEARCH, AND TEACHING  
CURRICULAR REQUIREMENTS  
(Effective for students admitted between Fall 2018 and Summer 2019)**

*Please refer to the Tuition and Fees section of this catalog for costs associated with credits, laboratories, and practicums.*

**Seminars**

|          |  |   |
|----------|--|---|
| SEMM 531 | APA Style Seminar  | 0 |
| SEMM 532 | Workshop on Writing Skills and Case Conceptualization      | 0 |
| RMIC 741 | Statistical Package for Social Sciences (SPSS I)           | 0 |
| RMIC 742 | Advanced Statistical Package for Social Sciences (SPSS II) | 0 |

**Foundation Courses (15 credits)**

|          |  |   |
|----------|--|---|
| PCRT 500 | Theories of Learning and Motivation            | 3 |
| PCRT 505 | Ethics and Professional Conduct                | 3 |
| PCRT 588 | Theory of Tests and Test Construction          | 3 |
| PCRT 612 | History and Systems of Psychology              | 3 |
| PCRT 661 | Social Psychology with Emphasis in Puerto Rico | 3 |

**Concentration Courses: Professional Consulting (15 credits)**

|          |  |   |
|----------|--|---|
| PCRT 698 | Theory and Methods of Training Workshops                           | 3 |
| PCRT 765 | Conflict Mediation   | 3 |
| PCRT 757 | Evaluation Models and Strategies for Social and Education Programs | 3 |
| PCRT 711 | Strategies and Techniques in Professional Consultation             | 3 |
| PCRT 714 | Design and Administration of Human Services Programs               | 3 |

**Concentration Courses: Research (18 credits)**

|          |   |   |
|----------|---|---|
| PCRT 625 | Introduction to Scientific Research                             | 3 |
| PCRT 822 | Analysis of Variance  | 3 |
| PCRL 822 | Analysis of Variance Laboratory                                 | 0 |
| PCRT 823 | Quantitative Research Designs                                   | 3 |
| PCRT 824 | Techniques of Correlation and Multiple Regression               | 3 |
| PCRL 824 | Techniques of Correlation and Multiple Regression Laboratory    | 0 |
| PCRT 830 | Seminar of Cross-Cultural Methods of Measurement and Evaluation | 3 |
| PCRT 875 | Qualitative Research Design                                     | 3 |

**Concentration Courses: Teaching (21 credits)**

|          |  |   |
|----------|--|---|
| PCRT 745 | Introduction to Curricular Development         | 3 |
| PCRT 766 | Methodology of Teaching                        | 6 |
| PCRT 779 | Educational Psychology                         | 3 |
| PCRT 876 | Advanced Seminar in the Teaching of Psychology | 3 |
| PCRT 899 | Advanced Seminar in School Psychology          | 3 |
| PCRT 704 | Evaluation of the Teaching-Learning Process    | 3 |

**Practicums**

|          |                       |   |
|----------|-----------------------|---|
| PCRP 781 | Teaching Practicum    | 0 |
| PCRP 782 | Consulting Practicum  | 0 |
| PCRP 874 | Research Practicum I  | 0 |
| PCRP 875 | Research Practicum II | 0 |

**Final Requirements**

|          |   |   |
|----------|---|---|
| PCRE 709 | Qualification Diagnosis Exam 1 <sup>st</sup> Part | 0 |
| PCRE 710 | Qualification Diagnosis Exam 2 <sup>nd</sup> Part | 0 |
| DISS 870 | Dissertation                                      | 0 |

**PH.D. IN PSYCHOLOGY  
SPECIALIZATION IN CONSULTING, RESEARCH, AND TEACHING  
CURRICULAR SEQUENCE  
(Effective for students admitted between Fall 2018 and Summer 2019)**

**FIRST YEAR**

| <b>First Session: FALL</b> |  |                |                      |
|----------------------------|--|----------------|----------------------|
| <b>Code</b>                | <b>Course Title</b>  | <b>Credits</b> | <b>Prerequisites</b> |
| SEMM-531                   | APA Style  | 0              |                      |
| SEMM-532                   | Workshop on Writing Skills and Case Conceptualization      | 0              |                      |
| RMIC-741                   | Statistical Package for Social Sciences (SPSS I)           | 0              |                      |
| RMIC-742                   | Advanced Statistical Package for Social Sciences (SPSS II) | 0              |                      |
| PCRT-500                   | Theories of Learning and Motivation                        | 3              |                      |
| PCRT-505                   | Ethics and Professional Conduct                            | 3              |                      |
| PCRT-588                   | Theory of Tests and Test Construction                      | 3              |                      |
| PCRT-612                   | History and Systems of Psychology                          | 3              |                      |
| PCRT-661                   | Social Psychology with Emphasis in Puerto Rico             | 3              |                      |

| <b>Second Session: SPRING</b> |  |                |                      |
|-------------------------------|--|----------------|----------------------|
| <b>Code</b>                   | <b>Course Title</b>                                    | <b>Credits</b> | <b>Prerequisites</b> |
| PCRT-698                      | Theory and Methods of Training Workshops               | 3              |                      |
| PCRT-745                      | Introduction to Curricular Development                 | 3              |                      |
| PCRT-779                      | Educational Psychology                                 | 3              |                      |
| PCRT-711                      | Strategies and Techniques in Professional Consultation | 3              |                      |
| PCRT-625                      | Introduction to Scientific Research                    | 3              |                      |

| <b>Third Session: SUMMER</b> |  |                |  |
|------------------------------|--|----------------|--|
| <b>Code</b>                  | <b>Course Title</b>                                  | <b>Credits</b> | <b>Prerequisites</b>                   |
| PCRT-876                     | Advanced Seminar in the Teaching of Psychology       | 3              | PSYF 500, PSYF 779, PSYF 745           |
| PCRT-714                     | Design and Administration of Human Services Programs | 3              |  |
| PCRT-704                     | Evaluation of the Teaching-Learning Process          | 3              | PSYF 500, PSYF 588, PSYF 779, PSYF 745 |
| PCRT-875                     | Qualitative Research Design                          | 3              | RMIC 625                               |

**SECOND YEAR**

| <b>Fourth Session: FALL</b> |                                       |                |  |
|-----------------------------|---------------------------------------|----------------|--|
| <b>Code</b>                 | <b>Course Title</b>                   | <b>Credits</b> | <b>Prerequisites</b>                             |
| PCRT-766                    | Methodology of Teaching               | 6              | PSYF 500, PSYF 588, PSYF 779, PSYF 745, EGPE 704 |
| PCRT-899                    | Advanced Seminar in School Psychology | 3              | PSYF 500, PSYF 779                               |
| PCRT-822                    | Analysis of Variance                  | 3              |  |
| PCRL-822                    | Analysis of Variance Laboratory       | 0              |  |
| PCRT-823                    | Quantitative Research Designs         | 3              | RMIC 625   |

| Fifth Session: SPRING |  |         |               |
|-----------------------|--|---------|---------------|
| Code                  | Course Title   | Credits | Prerequisites |
| PCRT-757              | Evaluation Models and Strategies for Social and Education Programs | 3       | PSDC 714      |
| PCRT-765              | Conflict Mediation   | 3       |               |
| PCRT-824              | Techniques of Correlation and Multiple Regression                  | 3       |               |
| PCRL-824              | Techniques of Correlation and Multiple Regression Laboratory       | 0       |               |
| PCRT-830              | Seminar of Cross-Cultural Methods of Measurement and Evaluation    | 3       | PSYF 588      |

| Sixth Session: SUMMER |                      |         |  |
|-----------------------|----------------------|---------|--|
| Code                  | Course Title         | Credits | Prerequisites  |
| PCRP-874              | Research Practicum I | 0       | RMIC 741, RMIC 742<br>RMIC 625, RMIC 822<br>RMIC 823, RMIC 824, RMIC 830, RMIC-875 |
| PCRP-781              | Teaching Practicum   | 0       | PSYF 779, PSYF 745<br>PSYE 766, PSYF 876, PSYF 899, EGPE 704                       |

### THIRD YEAR

| Seventh Session: Fall |                                       |         |  |
|-----------------------|---------------------------------------|---------|--|
| Code                  | Course Title                          | Credits | Prerequisites                          |
| PCRP-782              | Consulting Practicum                  | 0       | PSYF 698, PSDC 711, PSDC 714, EGPE 757 |
| PCRP-875              | Research Practicum II                 | 0       | RPIC 874                               |
| PCRE-709              | Qualification Diagnosis Exam 1st Part | 0       |  |
| PCRE-710              | Qualification Diagnosis Exam 2nd Part | 0       |  |

| Eighth Session: SPRING |              |         |                     |
|------------------------|--------------|---------|---------------------|
| Code                   | Course Title | Credits | Prerequisites       |
| DISS-870               | Dissertation | 0       | All program courses |

| Ninth Session: SUMMER |                          |         |                     |
|-----------------------|--------------------------|---------|---------------------|
| Code                  | Course Title             | Credits | Prerequisites       |
| DISS-870              | Dissertation (continued) | 0       | All program courses |



**PH.D. IN PSYCHOLOGY  
SPECIALIZATION IN CONSULTING, RESEARCH, AND TEACHING  
CURRICULAR REQUIREMENTS  
(Effective Fall 2019)**

*Please refer to the Tuition and Fees section of this catalog for costs associated with credits, laboratories, and practicums.*

**Foundation Courses (12 credits)**

|          |                                       |   |
|----------|---------------------------------------|---|
| PCRT 501 | Ethics and Professional Conduct       | 2 |
| PSYF 588 | Theory of Tests and Test Construction | 3 |
| IOPC 568 | Applied Inferential Statistics        | 3 |
| IOPL 568 | Applied Inferential Statistics LAB    | 1 |
| PCRT 779 | Educational Psychology                | 3 |

**Concentration Courses: Professional Consultation (13 credits)**

|          |  |   |
|----------|--|---|
| PCRT 697 | Theory and Methods of Training Workshops                 | 3 |
| PCRT 712 | Strategies and Techniques in Professional Consultation   | 3 |
| PCRT 715 | Design and Administration of Human Services Programs     | 3 |
| PCRL 715 | Design and Administration of Human Services Programs LAB | 1 |
| PCRT 765 | Conflict Mediation                                       | 3 |

**Concentration Courses: Research (12 credits)**

|           |   |   |
|-----------|---|---|
| RMIC-829  | Advanced Statistics   | 3 |
| PCRT 825- | Quantitative Research Design                                    | 3 |
| PCRT 873  | Qualitative Research Design                                     | 3 |
| PCRT 830  | Seminar of Cross-Cultural Methods of Measurement and Evaluation | 3 |

**Concentration Courses: Teaching (13 credits)**

|          |   |   |
|----------|---|---|
| PCRT 745 | Introduction to Curricular Development      | 3 |
| PCRT 764 | Methodology of Teaching                     | 4 |
| PCRT 705 | Evaluation of the Teaching-Learning Process | 3 |
| PCRT 768 | E-Learning Design                           | 3 |

**Suggested Electives (3 credits)**

|          |                       |   |
|----------|-----------------------|---|
| SPSE 541 | The Exceptional Child | 3 |
|----------|-----------------------|---|

**Practicums (3 credits)**

|          |                       |   |
|----------|-----------------------|---|
| PCRP 783 | Teaching Practicum    | 1 |
| PCRP 876 | Research Practicum I  | 1 |
| PCRP 877 | Research Practicum II | 1 |

**Final Requirements**

|          |                           |   |
|----------|---------------------------|---|
| PCRE 801 | Doctoral Candidature Exam | 0 |
| DISS 870 | Dissertation              | 0 |

**Total Academic Credits = 56 credits**

**DOCTOR OF PHILOSOPHY IN PSYCHOLOGY WITH SPECIALIZATION  
IN CONSULTING, RESEARCH AND TEACHING  
CURRICULAR SEQUENCE  
(Effective Fall 2019)**

**FIRST YEAR**

| <i>First Year- Fall</i>            |  | <b>Credit Hours</b> | <b>CO-REQUISITES</b> | <b>Pre-Requisites</b> |
|------------------------------------|--|---------------------|----------------------|-----------------------|
| PCRT-745                           | Introduction to Curricular Development | 3                   | None                 | None                  |
| PCRT-501                           | Ethics and Professional Conduct        | 2                   | None                 | None                  |
| IOPC-568                           | Applied Inferential Statistics         | 3                   | IOPL-568             | None                  |
| IOPL-568                           | Applied Inferential Statistics Lab     | 1                   | IOPC-568             | None                  |
| PCRT-779                           | Educational Psychology                 | 3                   | None                 | None                  |
| PSYF-588                           | Theory of Test and Test Constructions  | 3                   | None                 | None                  |
| <b>Total Semester Credit Hours</b> |  | <b>15</b>           |                      |                       |

| <i>First Year- Spring</i>          |   | <b>Credit Hours</b> | <b>CO-REQUISITES</b> | <b>Pre-Requisites</b> |
|------------------------------------|---|---------------------|----------------------|-----------------------|
| RMIC 829                           | Advanced Statistics   | 3                   | None                 | IOPC-568<br>IOPL-568  |
| PCRT- 825                          | Quantitative Research Design                                    | 3                   | None                 | PSYF-588              |
| PCRT-712                           | Strategies and Techniques in Professional Consultation          | 3                   | None                 | PCRT-501              |
| PCRT-697                           | Theory and Methods of Training Workshops                        | 3                   | PCRT-712             | PCRT-501              |
| PCRT-830                           | Seminar of Cross-Cultural Methods of Measurement and Evaluation | 3                   | None                 | PSYF-588              |
| <b>Total Semester Credit Hours</b> |   | <b>15</b>           |                      |                       |

| <i>First Year- Summer</i>          |                             | <b>Credit Hours</b> | <b>CO-REQUISITES</b> | <b>Pre-Requisites</b> |
|------------------------------------|-----------------------------|---------------------|----------------------|-----------------------|
| PCRT-873                           | Qualitative Research Design | 3                   | None                 | PSYF-588              |
| PCRT-764                           | Methodology of Teaching     | 4                   | None                 | PRCT-745              |
| PCRT-765                           | Conflict Mediation          | 3                   | None                 | None                  |
| <b>Total Semester Credit Hours</b> |                             | <b>10</b>           |                      |                       |

**SECOND YEAR**

| <i>Second Year- Fall</i>           |   | <b>Credit Hours</b> | <b>CO-REQUISITES</b> | <b>Pre-Requisites</b> |
|------------------------------------|---|---------------------|----------------------|-----------------------|
| PCRP-876                           | Research Practicum I  | 1                   | None                 | PCRT-825<br>PCRT-873  |
| PCRT-705                           | Evaluation of the Teaching-Learning Process                     | 3                   | None                 | PCRT-764              |
| PCRT-715                           | Design and Administration of Human Services Programs            | 3                   | PCRL-715             | PCRT-712<br>PCRT-697  |
| PCRL-715                           | Design and Administration of Human Services Programs Laboratory | 1                   | PCRT-715             | PCRT-712<br>PCRT-697  |
| PCRT-768                           | E-Learning  | 3                   | None                 | PCRT-764              |
| <b>Total Semester Credit Hours</b> |   | <b>11</b>           |                      |                       |

| <i>Second Year- Spring</i>         |                       | <b>Credit Hours</b> | <b>CO-REQUISITES</b> | <b>Pre-Requisites</b> |
|------------------------------------|-----------------------|---------------------|----------------------|-----------------------|
| PCRP- 877                          | Research Practicum II | 1                   | None                 | PCRP- 876             |
| PCRP-783                           | Teaching Practicum    | 1                   | None                 | PCRT-705              |
|                                    | Suggested Elective    | 3                   |                      |                       |
| <b>Total Semester Credit Hours</b> |                       | <b>5</b>            |                      |                       |

| <i>Second Year- Summer</i>         |                           | <b>Credit Hours</b> | <b>CO-REQUISITES</b> | <b>Pre-Requisites</b> |
|------------------------------------|---------------------------|---------------------|----------------------|-----------------------|
| PCRE 801                           | Doctoral Candidature Exam | 0                   | None                 | All program courses   |
| DISS 870                           | Doctoral Dissertation A   | 0                   | None                 | All program courses   |
| <b>Total Semester Credit Hours</b> |                           | <b>00</b>           |                      |                       |

**THIRD YEAR**

| <i>Third Year- Fall</i>            |                         | <b>Credit Hours</b> | <b>CO-REQUISITES</b> | <b>Pre-Requisites</b> |
|------------------------------------|-------------------------|---------------------|----------------------|-----------------------|
| DISS 870                           | Doctoral Dissertation B | 0                   | None                 | All program courses   |
| <b>Total Semester Credit Hours</b> |                         | <b>00</b>           |                      |                       |
| <b>Total Program Credits Hours</b> |                         | <b>56</b>           |                      |                       |

**PH.D. IN PSYCHOLOGY  
SPECIALIZATION IN CONSULTING, RESEARCH, AND TEACHING  
COURSE DESCRIPTIONS**

**PCRT-745 INTRODUCTION TO CURRICULAR DEVELOPMENT (3 cr.)**

The purpose of the course is to examine the topic of curriculum and the process of its development. Curricular development is examined considering the philosophical, sociological, and psychological foundations of curriculum. Foundations are presented from an historical and contextual perspective and their relationship with the curricular process.

The student is exposed to both theoretical reflection and application of an actual curricular development project. It is promoted a learning situation in which the previous and new knowledge of the student come together. The doctoral experience of the student is strengthened when the student assumes an active role while realizing individual and group projects, hence assuming the responsibility over his/her own learning. Also, guidance and attention are given to his/her cognitive structure.

**PCRT-501 ETHICS AND PROFESSIONAL CONDUCT (2 cr.)**

The purpose of this course is to introduce topics related to ethical issues, legal issues, and professional conduct in the practice of psychology. Analysis of value conflicts including those that may reflect different cultural orientation, decision making, maintenance of high professional standards, confidentiality, as well as standards for human research are some of the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and license requirements will be discussed.

**IOPC-568: APPLIED INFERENCE STATISTICS (3 cr.)**

**CO-REQUISITES: IOPL-568**

The course offers an introduction to inferential statistics in the context of psychological research. Students learn about appropriate parametric and non-parametric tests for different research designs and types of data collected. The topics covered include hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, the t distribution, Chi square and the U test, among others. A CO-REQUISITES statistics lab component will be required.

**IOPL-568: APPLIED INFERENCE STATISTICS LAB (1 cr.)**

**CO-REQUISITES: IOPC-568**

The goal of this laboratory is to provide opportunities for Ph.D. students to develop skills in conducting and interpreting inferential statistical analyses with categorical and continuous data.

**PCRT-779 EDUCATIONAL PSYCHOLOGY (3 cr.)**

The course aims to expose students to modern approaches to educational psychology. It is recognized that the complexity of the process requires teaching and learning approaches where different disciplines are integrated. It explores different learning theories, new perspectives in the development, memory, perception, and philosophy of the brain. The practical aspect of this knowledge must also be included in the professional activity and research. Emphasis will be made in addition to the function of psychology of education and applied discipline.

**PSYF-588 THEORY OF TESTS AND TEST CONSTRUCTION (3 cr.)**

The goal of this course is to present the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales. Moreover, students will apply knowledge from the course to construct their own assessment instruments.

**RMIC-829: ADVANCE STATISTICS (3 cr.)**

**PREREQUISITE: IOPC-568; IOPL-568**

The main objective of this course is to familiarize students with a range of procedures for multivariate statistical methods and to develop data analysis skills. The focus will be on conceptual and practical issues of multivariate data analysis techniques and interpretation of results. The course will cover topics such as mediation and moderation with a regression-based approach, conceptual and practical aspect of structural

equation modeling (including path analysis, confirmatory factor analysis and structural models), conceptual and analytical introduction to multilevel analysis and meta-analysis, among other.

**PCRT-825: QUANTITATIVE RESEARCH DESIGN (3 cr.)**

**PREREQUISITE: PSYF 588**

This course presents the basic principles and methods of scientific research in psychology. Hypothesis testing, experimental design options, sample selection, control groups strategies, and criteria measures, data analysis and interpretation will be discussed. The course prepares the students to design research by applying rigorous scientific methodology.

**PCRT-712 STRATEGIES AND TECHNIQUES IN PROFESSIONAL CONSULTATION (3 cr.)**

**PREREQUISITES: PCRT-501**

This course aims to study the basic principles and fundamental theories and intervention models of professional consultation. Emphasis is given to the different stages of the consultation process. Roles and functions of the Consultant within different contexts such as schools, family, etc. are discussed. The purpose of the course is to acquaint the student with the basic spheres and goals of the professional consultation process and to provide the opportunity to apply the acquired knowledge to actual situations requiring the assistance of a consultant. Ethical controversies are also discussed.

**PCRT-697 THEORY AND METHODS OF TRAINING WORKSHOPS (3 cr.)**

**PREREQUISITE: PCRT-501**

**CO-REQUISITES: PCRT-712**

The course Theory and Methods of Training Workshops intends to initiate the development of the student in its function as trainer, in the context of the consultancy of training and as an organizational member that perform those functions. The theories of basic learning are discussed for an effective design of programs of training directed to adults. Similarly, the conceptual framework for the development of effective training design is analyzed and the necessary concepts and skills for the development of needs training analysis are discussed. Suggestions are offered to carry out presentations for an effective training, management of difficult participants and to create a favorable environment of learning. The student will have the opportunity to know methods of training, its uses, its advantages and disadvantages and its potential to achieve the transfer of learning. Finally, the diverse strategies for the evaluation of training are discussed, taking as starting point the instructional objectives established.

**PCRT-830 SEMINAR OF CROSS-CULTURAL METHODS OF MEASUREMENT AND EVALUATION (3 cr.)**

**PREREQUISITES: PSYF-588**

This seminar aims to introduce cross cultural considerations to the construction, translation, adaptation and interpretations of diverse tests, assessments, and evaluations. It is expected that students will learn about the issues of using tests/assessments/evaluations from another culture in the Puerto Rican reality. Also, the course considers the construction of tests/assessments/ evaluations that can be used effectively cross-culturally.

**PCRT-873 QUALITATIVE RESEARCH DESIGN (3 cr.)**

**PREREQUISITE: PSYF-588**

This course aims to provide the student with experiences that promote learning the principles and methods of qualitative research in psychology. Five specific approaches will be covered: Narrative research, Phenomenology, Grounded Theory, Ethnography and Case study. The student will understand the value and contribution of qualitative research to the development of socio-psychological theories, as well as to the understanding of those aspects of reality that cannot be accessed through scientific experimentation. The emphasis of the course is pragmatic, so the student is expected to apply their acquired skills as they get involved in specific practical activities.

**PCRT-764 METHODOLOGY OF TEACHING (4 cr.)**

**PREREQUISITES: PCRT-745**

The main purpose of this course is to expose the student to the art of teaching while working curriculum development, course assessment, evaluation methods, and other tasks related to teaching and educational consultation skills. This learning experience will allow them to apply their knowledge, skills and the competencies acquired before engaging in the teaching experience as professors of an undergraduate course. Also, it has the objective of developing students' sensitivity towards the different learning styles

while exposing them to a variety of techniques and strategies. The student is also exposed to the discussion of the experiences encountered during teaching, through the analysis of situations that provide the opportunity to utilize a creative and enriching decision-making process that generates alternative ways of dealing with such situations.

**PCRT-765 CONFLICT MEDIATION (3 cr.)**

The main purpose of this course is to study the mediation process as a non-adversarial and non-violent method to manage conflict in the society. The history, theoretical foundations and application to different scenarios is examined. The stages of the mediation process, as well as its characteristics and techniques are among the specific aspects to be studied. Ethical dilemmas inherent to its utilization are analyzed. Also, the role of the psychologist as a mediator, as well as the advantages offered by this method to solve conflicts in different scenarios encountered in his/her professional practice are analyzed.

**PCRP-876 RESEARCH PRACTICUM I (1 cr.)**

**PREREQUISITES: PCRT-825; PCRT-873**

The goal of this practicum is to provide opportunities for Ph.D. students to work in research projects sponsored by the Research Training Program or other research initiated jointly between the student and a faculty member. During this first part of the practicum, the student will develop skills in managing and manipulating data before making any type of statistical analysis. Students are expected to enroll in PCRP-874 for one session. The student must complete a minimum of 150 hours during one session to approve the research practicum. The practicum includes direct research experience as a research assistant under the supervision of a research supervisor.

**PCRT-705 EVALUATION OF THE TEACHING LEARNING PROCESS (3 cr.)**  
**PREREQUISITE: PCRT 764**

The course is structured to develop competences related to the principles, techniques and strategies used during the evaluation of the educational outcomes. In addition, the student will acquire skills directed towards the relationship between educational evaluation and effective learning. Students learn problem solving models to apply in the identification and prevention of deficiencies in the skills, the development of objectives, the monitoring of the progress of the educational process.

**PCRT-715 DESIGN AND ADMINISTRATION OF HUMAN SERVICES PROGRAMS (3 cr.)**

**PREREQUISITES: PCRT-712; PCRT-697**

**CO-REQUISITES: PCRL-715**

This course attempts to guide the student to the possible roles that a psychologist can play in the design and administration of human services programs. The historical framework, structural aspects, human processes, public policies, and program procedures are discussed. Emphasis will be given to program planning, implementation, and evaluation. A review of the norms of the Joint Commission on Accreditation of Health Care Organizations is performed. The content exposes the student to the complexities of the Puerto Rican socio-political environment, its relationship with individual and collective mental health and its impact on administrative processes in the field of mental health.

**PCRL-715 DESIGN AND ADMINISTRATION OF HUMAN SERVICES PROGRAMS LABORATORY (1 cr.)**

**PREREQUISITES: PCRT-712; PCRT-697**

**CO-REQUISITES: PCRT-715**

This course aims to strengthen student's practical knowledge of the possible roles that a mental health or education professionals can play in the design and administration of academic programs. The student will have the opportunity to acquire practical skills related to proposal design, assessment planning and program evaluation. Emphasis will be given to program planning, implementation, and evaluation. The content exposes the student to the complexities of the Puerto Rican socio-political environment, its relation with individual and collective mental health and its impact on administrative processes in the field of mental health.

**PCRT-768: E-LEARNING DESIGN (3 cr.)**

**PREREQUISITE: PCRT-764**

This course enables the students to understand the development of an online course. The students will understand different models of instructional design focused on e-Learning. The students will acquire skills in storyboarding and prototyping, as well as techniques of making and editing videos, audio, images, and digital paper. In addition, the students will understand the evaluation and assessment process for online

courses. Finally, students will understand the importance of copyright protection in e-Learning design.

**PCRP-877 RESEARCH PRACTICUM II (1 cr.)**

**PREREQUISITE: PCRP-876**

The goal of this practicum is to provide opportunities for Ph.D. students to work in research projects sponsored by the Research Training Program or other research initiated jointly between the student and a faculty member. Students will develop a project in one of the three areas of specialization of the Ph.D. in Psychology which are Consulting, Teaching or Scientific Research. Ph. D. students are expected to enroll in PCRP 877 for one session. The student must complete a minimum of 150 hours during the session to approve the research practicum. At the end of the session the student is required a complete research report to be submitted to the research supervisor.

**PCRP-783 TEACHING PRACTICUM (1 cr.)**

**PREREQUISITE: PCRT-705**

The teaching practice consists of weekly sessions of direct supervision with a professor/supervisor assigned by the department. During the semester, the practitioner will assist the professor/supervisor in the weekly planning, preparation of academic material, revision of the master syllabus, and evaluation and assessment tools of the academic process of the course. The practice consists of 100 hours during an academic semester. Upon completion, the practitioner will be evaluated by both the professor- supervisor (with the department's rubric) and the students of the course.

**SPSE-541 THE EXCEPTIONAL CHILD (3 cr.)**

The purpose of this course is to study current concepts, principles, and issues related to exceptional development. The focus is on children with various exceptionalities including specific learning disabilities, mental retardation, behavioral and emotional disorders, neurologically based disorders, and physical and health related handicaps from birth to adolescence. Emphasizes the role of school psychologist in identification and intervention; review of special education referral process and service delivery options; overview of classroom modifications, adaptations, and inclusionary practices. Exceptional children are studied within the context of their families, schools and communities as well as identifying the support services necessary to facilitate optimum development.

**PCRE-801 DOCTORAL CANDIDATURE EXAM**

**DISS-870 DISSERTATION**

Students are required to enroll in this course while they are actively working on their dissertation.



## GRADUATE CERTIFICATE PROGRAM IN AUTISM

Applicants seeking admission to the Graduate Certificate in Autism program must comply with the procedures and requirements described herein.

### ADMISSION REQUIREMENTS AND PROCEDURES

#### Required Documents

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <https://www.albizu.edu/international-students/>
3. Evidence of having earned a **bachelor, master or doctoral degree in a health-related field, psychology, or education**. The applicant must present an official transcript or degree certification indicating the completion of required graduate work.
4. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
5. Proof of **Hepatitis B vaccination**.

#### Admission Procedures

1. Candidates must submit all required documents by the established deadline.
2. An initial evaluation will be prepared for each applicant and a preliminary score assigned, based on the criteria and relative values established by the Graduate Certificate in Autism program. Candidates who qualify will receive an invitation for an interview with program faculty.
3. Selected applicants will be informed of the place, time, and day of the interview.
4. Each candidate who has been interviewed will have a final evaluation and receive a final score based on the criteria and relative values established by the program.
5. A letter of notification with the determination of the program faculty will be sent to each applicant.

#### IDENTITY VERIFICATION

All admitted students are required to present a current ID card for identity verification purposes.

#### REQUIREMENTS FOR THE GRADUATE CERTIFICATE IN AUTISM

The San Juan Campus has established the following standards that must be fulfilled before the Graduate Certificate can be awarded:

1. Satisfactory completion of the required academic credits.
2. A cumulative grade point average (CGPA) of 3.25 or higher on a 4.00 scale.
3. Grades of "B" or higher in all courses.
4. Fulfillment of all institutional obligations.
5. Good standing in the program, i.e., no disciplinary action pending or academic probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again.
6. Recommendation from the program faculty for the Graduate Certificate; students seeking a Graduate Certificate must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*.

## **CURRICULAR REQUIREMENTS**

The Graduate Certificate in Autism is a specialized certificate in autism that can be obtained from Albizu University, San Juan Campus, upon completion of a one-year, full-time program of 24 credit hours. The program consists of coursework and seminars.

## **TIME LIMIT**

Every candidate for the Graduate Certificate in Autism must complete the program within three years from the date of admission for the anticipated program. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will an extension of more than one year be granted.

Extension requests will be evaluated according to the time limit norm that most benefits the student. If the time limit norm in effect when the student was originally admitted gives the student more time to complete the pending requirements, then this norm will be applied. However, if the current time limit norm gives the student more time, then the request will be evaluated under this norm.

Be advised that a program change at the same level does not affect the number of years already expended by the student in his or her original program. The number of years already expended will be subtracted from the years established as the limit for completing the program the student is enrolled in through the program change. (Please see the Institutional Time Limit Policy in this catalog.)

## **STUDENT EVALUATIONS**

Student evaluations are conducted by the faculty at the end of the Spring, Summer, and Fall terms. For more information, please refer to the Satisfactory Academic Progress Policy in this catalog.

## **PROFESSIONAL DEVELOPMENT**

Graduate Certificate in Autism candidates at Albizu are encouraged to further develop their professional skills by:

- Participating in program activities.

- Participating in conferences and workshops related to autism.
- Becoming a member of professional autism organizations such as the Autism Society, the International Society for Autism Research, and the Association for Science in Autism Treatment.

**GRADUATE CERTIFICATE PROGRAM IN AUTISM  
CURRICULAR SEQUENCE**

| <b>FIRST YEAR - FALL</b> |  |                |
|--------------------------|--|----------------|
| <b>Code</b>              | <b>Course Title</b>                            | <b>Credits</b> |
| ASDE-510                 | Introduction to Autism Spectrum Disorders      | 3              |
| ASDE-511                 | Behavior Management: Applied Behavior Analysis | 3              |
| ASDE-512                 | Collaboration and Family Support: ASD          | 3              |
| <b>Total</b>             |  | <b>9</b>       |

| <b>FIRST YEAR - SPRING</b> |   |                |
|----------------------------|---|----------------|
| <b>CODE</b>                | <b>COURSE TITLE</b>                                       | <b>Credits</b> |
| ASDE-520                   | Interdisciplinary Evaluation of Autism Spectrum Disorders | 2              |
| ASDE-521                   | Interdisciplinary Evaluation of ASD Practicum             | 1              |
| ASDE-522                   | Communication and Social Skills Interventions: ASD        | 3              |
| ASDE-523                   | Transition Techniques for Youth and Adults with Autism    | 3              |
| <b>Total</b>               |   | <b>9</b>       |

| <b>FIRST YEAR - SUMMER</b>             |  |                |
|--|--|----------------|
| <b>CODE</b>                            | <b>COURSE TITLE</b>  | <b>Credits</b> |
| ASDE-530                               | Sensory-Motor Issues of Individuals on the Autism Spectrum | 3              |
| ASDE-531                               | Academic Support for Students with Autism                  | 3              |
| <b>Total</b>                           |  | <b>6</b>       |
| <b>Total Credits for Certification</b> |  | <b>24</b>      |

## GRADUATE CERTIFICATE PROGRAM IN AUTISM COURSE DESCRIPTIONS

### **ASDE-510 INTRODUCTION TO AUTISM SPECTRUM DISORDERS (3 credits)**

This course presents information that defines autism and its variations. It includes a discussion of the primary and secondary characteristics of the autism spectrum disorders (ASD) and how they impact the individual across the lifespan, from infancy through adulthood. The course explores the etiology and prevalence of ASD, based on recent scientific and medical research. Comorbidity with other disorders, diseases, and syndromes will be discussed. The course offers a cross-disciplinary perspective, drawing from a variety of sources in the health professions. It also presents information used for the early identification of characteristics related to autism spectrum disorders.

### **ASDE-511 BEHAVIOR MANAGEMENT: APPLIED BEHAVIOR ANALYSIS (3 credits)**

This course provides students with theories and knowledge in behavior management, with an emphasis on understanding and using the principles of Applied Behavior Analysis. The course offers an overview of the various theoretical models of behavior modification, along with contemporary research on evidence-based practices in Applied Behavior Analysis. Students will learn to integrate the cognitive, developmental, socio-emotional, and cultural needs of an individual with autism into an effective behavior modification plan. The course presents practical strategies to enhance the abilities and self-direction skills of both children and adults with ASD in the context of community, home, and educational settings. It prepares participants in the applications of behavior analysis relevant to their profession and to a variety of issues and social needs in autism.

### **ASDE-512 COLLABORATION AND FAMILY SUPPORT: ASD (3 credits)**

This course presents strategies for successful collaboration between an individual with autism, parents, education professionals, medical professionals, therapists, and other health professionals in the management of issues related to home, school, and community. The focus is on understanding and addressing the various challenges individuals with autism face in their daily experiences and the impact on the family system. Participants will examine critical elements of collaboration, explore effective communication, and learn collaboration skills. Family systems theories, intervention models, and the psychosocial aspects of collaboration will be discussed. The course provides strategies to teach parents and other family members techniques that enable them to contribute to the child's social-emotional and academic learning at home and in the community. The course explores community efforts that provide support for families and individuals with ASD. It also highlights collaborative and interdisciplinary models of service delivery that ensure family-centered and culturally competent approaches.

### **ASDE-520 INTERDISCIPLINARY EVALUATION OF AUTISM SPECTRUM DISORDERS (2 credits)**

This course develops competencies for assessing individuals with ASD, identifying cognitive, academic, and developmental needs. Effective, evidence-based assessment tests and tools for appropriate diagnosis will be presented. The course trains health professionals in scientific and practical knowledge for identification and diagnosis throughout different developmental stages and in promoting diversity. Diagnostic criteria and assessment strategies will be discussed from an interdisciplinary approach. Observation and interview techniques in the evaluation process will be presented. The course provides strategies to identify strengths and needs for individuals with autism. Ethical, legal, and professional issues related to evaluation and diagnosis will be addressed. Students will develop an understanding of the role of families in the assessment of individuals with autism spectrum disorders, taking into consideration cultural values and beliefs.

### **ASDE-521 INTERDISCIPLINARY EVALUATION OF ASD PRACTICUM (1 credit)**

This course provides an opportunity for students to practice assessment and evaluation skills for the diagnosis of ASD. It also provides an opportunity to perform the intellectual, achievement, behavioral, developmental, and social-emotional assessment of children with autism disorder. The course includes the selection, administration, scoring, and interpretation of individually administered tests of cognition and achievement, as well as socio-emotional development and behavior. It also includes training in the analysis and integration of assessment data, report writing, the use of technology, and the oral communication of assessment results.

### **ASDE-522 COMMUNICATION AND SOCIAL SKILLS INTERVENTIONS: ASD (3 credits)**

This course explores theories in social and communication development across the lifespan. It presents the interdependent relationship between communication and social skills and discusses effective intervention strategies for diverse individuals with autism spectrum disorders. Emphasis is placed on strategies that develop self-regulation, play, communication, and positive behavior. It provides information for identifying and applying a wide range of intervention strategies to enhance social skills and communication issues that are evidence-based, including data-based intervention, functional communication, Augmentative Alternative Communication (AAC), and environmental supports. Different models that promote communication and social skills will be discussed (i.e., Applied Behavior Analysis (ABA), PECS, SCERTS, Relationship Development Intervention (RDI), Floortime, Social Stories, Integrated Play Groups, and others). The course highlights collaborative and interdisciplinary models of service delivery that ensure family-centered and culturally competent approaches.

#### **ASDE-523 TRANSITION TECHNIQUES FOR YOUTH AND ADULTS WITH AUTISM (3 credits)**

The course provides information in the areas of adaptive living skills, independent living arrangements, supported employment, education, social skills development, and recreational opportunities for youths and adults with ASD. Students will discuss various comprehensive autism support programs for adults and explore Applied Behavior Analysis techniques to help individuals transition successfully into independent living and employment. The course provides the opportunity to develop effective plans for transition that include collaboration between health care, social and psychological services, educational institutions, and employment organizations. Student will be able to review and assess residential and inpatient placements of people with autism. The course presents information on quality control of individual services for youth and adults with autism and on how to provide them and their caregivers with the appropriate information to make informed decisions about available services.

#### **ASDE-530 SENSORY-MOTOR ISSUES OF INDIVIDUALS ON THE AUTISM SPECTRUM (3 credits)**

This course explores theories in sensory and motor development across the lifespan. It provides information on identifying sensory needs and motor deficiencies from a neurological perspective in children and adults with autism. Students will discuss the definition of sensory processing disorder, identify how sensory system affects human development, distinguish sensory integration versus sensory processing, review sensory diets, and add sensory methods to their professional techniques. The course addresses how underlying sensory and motor difficulties impact learning, behavior, adaptive, and social skills and outlines effective strategies that can be used when working with children and adults with ASD. Strategies for teaching motor skills and sensory activities to expand play, promote language, and increase focus will also be discussed. The categories of Sensory Integration Therapy (SI), other sensory integration-based approaches, Sensory Stimulation Techniques, Auditory Integration Training (AIT) and related acoustic interventions, visual therapies, Sensorimotor Handling Techniques, and physical exercise will be explored. Evidenced-based models for sensory-motor issues will be discussed (i.e., TEACCH, Floortime, Applied Behavior Analysis (ABA), Alert Program for Self-Regulation, and others). The course will highlight collaborative and interdisciplinary models of service delivery that ensure family-centered and culturally competent approaches.

#### **ASDE-531 ACADEMIC SUPPORT FOR STUDENTS WITH AUTISM (3 credits)**

This course provides a foundation in the education of diverse learners identified with autism spectrum disorders. It prepares participants to identify educational needs; design and implement educational programs; and use effective methods and materials for academic interventions for individuals with ASD. The course will explore a range of support for meeting the academic and functional needs of students and providing educational opportunities that will maximize their success. It will also provide information on strategies to promote safe and positive learning environments for students with ASD. Universal Design for Learning, Theory of Mind, assistive technology, inclusion, support for transitions, study skills, and other issues are explored. The course will discuss the education system, law, and advocacy for students with autism.

# GRADUATE CERTIFICATE PROGRAM IN FORENSIC PSYCHOLOGY

## MISSION

The mission of the Albizu University Graduate Certificate in Forensic Psychology program is to prepare psychology professionals to work in collaboration with the state and federal legal systems in Puerto Rico.

## PROGRAM GOALS

1. Conduct a certificate program that provides both theoretical and practical knowledge in forensic psychology.
2. Provide a quality education to psychology professionals who wish to work in the forensic psychology arena.
3. Foster the desire in participants to pursue the highest professional standards of excellence in the work performed.
4. Develop the capacity in participants to apply clinical knowledge to answering legal questions in a variety of criminal and civil scenarios in the state and federal courts of Puerto Rico.

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documents

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.

An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <https://www.albizu.edu/international-students/>

2. Evidence of having obtained a **master's or doctoral degree in clinical psychology, educational psychology, or psychological counseling** from an institution accredited by a regional or national accrediting body recognized by the U.S. Department of Education or from an institution of higher education located outside of the United States, which, at the time the applicant was enrolled, maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the U.S. Department of Education.
3. **Official transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. The transcript(s) must show evidence that the applicant has taken the following courses related to psychological evaluation or their equivalents: Cognitive Evaluation, Assessment of Personality: Objective Techniques, Assessment of Personality: Projective Techniques; the following courses in psychological intervention or their equivalents: Psychotherapy and Advanced Psychotherapy; and the completion of supervised clinical practicum and assessment. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*

4. A **minimum cumulative grade point average** of 3.00 on a 4.00 scale or its equivalent, from an accredited institution of higher education.
5. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official recommendation form:*

Spanish version:

<https://www.albizu.edu/wp-content/uploads/2020/06/CARTA-DE-RECOMENDACION-EN-ESPA%C3%91OL-SJU-Rev.2019.pdf>

English version:

[https://www.albizu.edu/wp-content/uploads/dlm\\_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf](https://www.albizu.edu/wp-content/uploads/dlm_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf)

6. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
7. An original **Health Certificate**, no more than one year old.
8. Proof of **Hepatitis B vaccination**.

### **Admission Procedures**

1. Candidates must submit all required documents by the established deadline.
2. An initial evaluation will be prepared for each applicant and a preliminary score assigned, based on the criteria and relative values established by the Graduate Certificate in Forensic Psychology program. Candidates who qualify will receive an invitation for an interview with program faculty.
3. Selected applicants will be informed of the place, time, and day of the interview.
4. Each candidate who has been interviewed will have a final evaluation and receive a final score based on the criteria and relative values established by the program.
5. A letter of notification with the determination of the program faculty will be sent to each applicant.

### **IDENTITY VERIFICATION**

All admitted students are required to present a current ID card for identity verification purposes.

### **REQUIREMENTS FOR THE GRADUATE CERTIFICATE IN FORENSIC PSYCHOLOGY**

The San Juan Campus has established the following standards that must be fulfilled before the Graduate Certificate can be awarded:

1. Satisfactory completion of the required academic credits.
2. A cumulative grade point average (CGPA) of 3.25 or higher on a 4.00 scale.
3. Grades of "B" or higher in all courses.



4. Fulfillment of all institutional obligations.
5. Good standing in the program, i.e., no disciplinary action pending or academic probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again.
6. Recommendation from the program faculty for the Graduate Certificate; students seeking a Graduate Certificate must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*.

## **CURRICULAR REQUIREMENTS**

The Graduate Certificate in Forensic Psychology is a specialized certificate in forensic psychology that can be obtained from Albizu University, San Juan Campus, upon the completion of a one-year, full-time program of 16 credit hours. The program consists of coursework and seminars.

## **TIME LIMIT**

Every candidate for the Graduate Certificate in Forensic Psychology must complete the program within three years from the date of admission to the anticipated program. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will an extension of more than one year be granted.

Extension requests will be evaluated according to the time limit norm that most benefits the student. If the time limit norm in effect when the student was originally admitted gives the student more time to complete the pending requirements, then this norm will be applied. However, if the current time limit norm gives the student more time, then the request will be evaluated under this norm.

Be advised that a program change at the same level does not affect the number of years already expended by the student in his or her original program. The number of years already expended will be subtracted from the years established as the limit for completing the program the student is enrolled in through the program change. (Please see the Institutional Time Limit Policy in this catalog.)

## **STUDENT EVALUATIONS**

Student evaluations are conducted by the faculty at the end of the Spring, Summer, and Fall terms. For more information, please refer to the Satisfactory Academic Progress Policy in this catalog.

## **PROFESSIONAL DEVELOPMENT**

Graduate Certificate in Forensic Psychology candidates at Albizu are encouraged to further develop their professional skills by:

- Participating in program activities.
- Participating in conferences and workshops related to forensic psychology.
- Becoming a member of professional forensic psychology organizations such as the American Academy of Forensic Psychology and Division 41 of the American Psychological Association.

**GRADUATE CERTIFICATE PROGRAM IN FORENSIC PSYCHOLOGY  
CURRICULAR SEQUENCE  
(Effective Fall 2016)**

| <b>FIRST YEAR - FALL</b> |  |                |
|--------------------------|--|----------------|
| <b>Code</b>              | <b>Course Title</b>  | <b>Credits</b> |
| FSPS-500                 | Fundamentals of Forensic Psychology Applied to the Legal System in Puerto Rico | 3              |
| FPSI-500                 | Forensic Counseling and Psychotherapy  | 3              |
| <b>Total</b>             |  | <b>6</b>       |

| <b>FIRST YEAR - SPRING</b> |                                      |                |
|----------------------------|--------------------------------------|----------------|
| <b>Code</b>                | <b>Course Title</b>                  | <b>Credits</b> |
| FPSA-500                   | Forensic Assessment I: Criminal      | 3              |
| FPSA-501                   | Forensic Assessment II: Family/Civil | 3              |
| <b>Total</b>               |                                      | <b>6</b>       |

| <b>FIRST YEAR - SUMMER</b>             |   |                |
|--|---|----------------|
| <b>Code</b>                            | <b>Course Title</b>                             | <b>Credits</b> |
| FPSL-501                               | Consultation and Testimony for the Psychologist | 4              |
| SEMM-552                               | Principles of Mediation                         | 0              |
| <b>Total</b>                           |   | <b>4</b>       |
| <b>Total Credits for Certification</b> |   | <b>16</b>      |

## GRADUATE CERTIFICATE PROGRAM IN FORENSIC PSYCHOLOGY COURSE DESCRIPTIONS

### **FPSF 500 FUNDAMENTALS OF FORENSIC PSYCHOLOGY APPLIED TO THE LEGAL SYSTEM IN PUERTO RICO (3 credits)**

This course presents students with an in-depth understanding of the roles and responsibilities of forensic psychologists within the justice system in Puerto Rico and its various scenarios. The course includes the historical foundation and development of forensic psychology in the United States and Puerto Rico. Students will explore the interaction between psychology and the legal system in Puerto Rico, discuss federal and state law in relation to forensic psychology, gain a better understanding of issues related to law and the legal process, and acquire knowledge regarding credential preparation and *voir dire*; limits of privilege and confidentiality; and ethical and professional issues. Students will also discuss the theories that support the utilization of psychology in the criminal justice system and how those theories and psychological research are applied in law enforcement, the courts, and in corrections in Puerto Rico.

### **FPSA 500 FORENSIC ASSESSMENT I: CRIMINAL (3 credits)**

This course provides an intensive review of psychological assessment instruments and their application to criminal forensic psychology. Students will review current research on evidenced-based forensic assessment strategies. Emphasis will be placed on the proper selection and use of assessment techniques, expert information gathering, use of collateral and third-party information, and report writing. Students will discuss psychological testing in the areas of risk assessment, violence, and dangerousness; psychopathy and predatory behavior; sexual offense; pre-sentencing evaluations; competency evaluations; and mental state. Sociocultural and gender-related issues in assessment will be discussed.

### **FPSA 501 FORENSIC ASSESSMENT II: FAMILY/CIVIL (3 credits)**

This course prepares students to conduct comprehensive assessments for civil and family courts. Students will review current research on evidenced-based forensic assessment strategies. Emphasis will be placed on the proper selection and use of assessment techniques, expert information gathering, use of collateral and third-party information, and report writing. Students will discuss psychological testing in the areas of child abuse and neglect; parental fitness and termination of parental rights; domestic violence and battered woman syndrome; divorce and marital dissolution; child custody and parenting time; and juvenile delinquency. Students will learn how to integrate and apply to their professional work their knowledge of psychopathology, personality, family systems, and parenting styles.

### **FPSI 500 FORENSIC COUNSELING AND PSYCHOTHERAPY (3 credits)**

This course explores evidenced-based interventions in forensic psychology. Students will discuss research related to specific interventions and populations. The course reviews models for treatment planning and for documenting interventions. Issues related to alliance-building and therapeutic intervention skills will be addressed. Students will understand sociocultural issues and the applicability of social, biological, cognitive, and affective bases of behavior across the lifespan in formulating and implementing treatment plans. The course presents how to adjust interventions to client context and changing client needs and to monitor risk and intervention. Ethical and legal issues related to forensic counseling and psychotherapy are discussed.

### **FPSL 501 CONSULTATION AND TESTIMONY FOR THE PSYCHOLOGIST (4 credits)**

This course offers an overview of consultation skills for psychologists, as well as the ethical, legal, and professional practice issues to be considered when clinicians are asked to provide consultation in legal systems. The course discusses deposition, courtroom testimony, a "fact witness," and an expert witness. Ethical, legal, and professional issues regarding forensic consultation and testimony will be presented. Emphasis will be given to the functions of judge and jury; relevancy; real and demonstrative evidence; authentication and production of writings; the examination, competency, and privileges of witnesses; hearsay; impeachment; and burden of proof, presumptions, and judicial notice as they relate to the practice of forensic psychology and expert testimony. Students will be able to observe and participate in mock trials in areas related to expert testimony, fact or expert witness, and other legal issues in forensic psychology. The course provides an opportunity to apply knowledge gained in the areas of psychology and law and to understand the roles and responsibilities of collaboration.

**SEMM 552: PRINCIPLES OF MEDIATION (0 credits)**

This seminar presents theoretical and practical aspects of mediation in various legal contexts. Students will discuss the important role of mediation both privately and within the judicial structure in legal issues. The seminar integrates ethical and practical considerations through role-play and independent research.

# GRADUATE CERTIFICATE PROGRAM IN HUMAN-ANIMAL INTERACTION AND ANIMAL-ASSISTED INTERVENTIONS

## MISSION

This professional certificate educates and provide competencies about human-animal interaction and animal-assisted interventions (AAI) at a theoretical and practical level, recognizing their history, training, research, and contributions from the ransdiscipline of anthrozoology and the discipline of psychology. Furthermore, emphasizes the responsible, ethical, and legal practice of professionals who integrate these complementary areas of work. Additionally, it recognizes and promotes scientific research collaboration. Moreover, promotes social responsibility and the sensitivity corresponding to living with animals in our daily lives.

## VISION

This professional certificate aims to ccontribute in the development of different health disciplines, which are interested to know about the biopsychosocial, spiritual meaning and impact of human-animal interaction (HAI) at the individual, familial and social level. Similarly, to train in the integration and appropriate application of animal-assisted interventions (AAI).

## PROGRAM GOALS

1. Contribute to the development and training of professionals on human animal interaction (HAI) and animal-assisted interventions (AAI).
2. Emphasize the ethical-legal, competent, and responsible practice of the AAI, considering not only human, but also animal welfare.
3. Establish multidisciplinary and cross-cultural collaboration among certificate participants in a way that promotes the development, education and research on HAI and AAI, including Animal Assisted Therapy (AAT) and Animal Assisted Activities (AAA).
4. Demonstrate the importance of understanding HAI and its meaning from scientific research, emphasizing areas such as: bond, grief, and mistreatment towards the animal as a possible indicator of patterns of violence in the family nucleus.
5. Highlight the need to be aware of issues related to animal behavior, aspects that involve inter-species communication, health and welfare, appropriate training, among others.
6. Train on the creation, policies, documentation, and evaluation of programs that involve the AAI, including public health issues.

## ADMISSION REQUIREMENTS AND PROCEDURES

**(Required documents are established by AU)**

1. Evidence of academic degree obtained from baccalaureate, masters or doctorate related to the field of health or education.
2. Complete an essay explaining your interest in the certificate and mention if you have previous experience in this area. Likewise, how do you plan to use this experience in your professional practice in the short, medium, and long term.

## IDENTITY VERIFICATION

(Established by AU)

## **REQUIREMENTS FOR THE GRADUATE CERTIFICATE IN HAI AND AAI**

Albizu University establishes the following standards that must be completed before the graduate certificate can be granted.

### **CURRICULAR REQUIREMENTS**

The Graduate Certificate in HAI and AAI is specialized certificate that can be obtained through the Albizu University, in an online format, in a period of a year (12 months) divided into 3 academic terms (fall, spring and summer). This is a part-time program of (23) where the candidate will take seminars in a guided and scheduled manner. The modules are divided into periods of 7 weeks. For this graduate certificate, the candidate will perform various assignments per module, participate in forums and complete a final project.

### **TIME LIMIT**

Each candidate for the Graduate Certificate in HAI and AAI must complete the program within a period of one year after admission. An extension of one year can be requested by obtaining the approval of the University. Under no circumstances will an extension of more than one year be provided. (AU establishes additional criteria).

### **STUDENT EVALUATIONS**

The faculty carries out the students' evaluation at the end of each semester as the candidate has enrolled (spring or fall). For more information, refer to the institutional policy of Satisfactory Academic Progress.

### **PROFESSIONAL DEVELOPMENT**

AU promotes that the candidates of the Graduate Certificate in HAI and AAI develop their professional skills through:

1. Participation in the course activities and perform the corresponding assignments.
2. Benefit from the participation and discussion of online forums related to the topic presented.
3. Participate in conferences and workshops related to HAI and AAI.
4. Become a member of associations related to the HAI and the AAI like the Group for the Integral Welfare of the Human-Animal Relationship, of the Puerto Rico Psychological Association, the APA division 17 section of Human-Animal Interaction, among others.
5. Explore the possibility of certifying your animal as a therapy animal through the corresponding organizations.

### **PROFESSIONAL DEVELOPMENT**

**Upon completion of the academic offer the graduate will be able to:**

1. Demonstrate extensive knowledge of the theories and models of cognitive, biological, affective, social, and developmental aspects of human and other animal behavior.
2. Conduct, and disseminate research and scholarly activity that contributes to scientific, professional knowledge.

3. Critically evaluate research and scholarly activities related to the field of HAI and AAI.
4. Understand and act in accordance with Animal-Assisted Interventions Standards of practice, as well as national and federal laws, rules, regulations, policies, guidelines, and professional standards relevant to human health/education services.
5. Recognize ethical dilemmas in human-animal interactions as they arise and apply ethical decision-making process to resolve the dilemmas.
6. Demonstrate knowledge and respect for the roles and perspectives of other professions within interdisciplinary context that support effective interdisciplinary team function in AAI.
7. Demonstrate effective interpersonal skills and the ability to explain AAI to different audiences: clients, colleagues, stakeholders, and community.

## GRADUATE PROFILE

| OBJECTIVES OF THE ACADEMIC OFFERING   | GRADUATE PROFILE  |  | COURSE(S)  | COURSE(S)   |
|---|---|--|--|---|
|   | Institutional competences   | Academic offering competencies   | Code-Course title  | Code-Course title   |
| 1. Contribute to the development and training of professionals in human animal interaction (HAI) and animal-assisted interventions (AAI). | <p><b>1. Mastery of theory and practice in their chosen field of study</b></p> <p>Graduates are expected to acquire and integrate fundamental knowledge in their chosen profession. They should understand, value, and apply emerging findings in their area of specialization to the solution of problems and, when appropriate, participate in the generation of knowledge.</p> | <p><b>Competence 5. Scientific Knowledge and Methods</b></p> <p>5.1 Demonstrate extensive knowledge of the theories and models of cognitive, biological, affective, social, and developmental aspects of human and other animal behavior.</p>  | <p>AAIC-500 Introduction to Human-Animal Interactions (HAI) and Animal-Assisted Interventions (AAI)</p> <p>AAIC-502 Animal behavior &amp; training</p> | <p>AAIC-505 Animal welfare &amp; risks management: ethical, legal &amp; professional aspects of HAI and AAI</p> <p>AAIC-507 Animal loss and grief</p> <p>AACP-508 Capstone: Applied work of AAI</p> |
|   |   | <p><b>Competency 1. Research</b></p> <p>1.1. Conduct, and disseminate research and scholarly activity (e.g., critical literature reviews, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects). that contributes to scientific, professional knowledge.</p> <p>1.2. Critically evaluate research and scholarly activities</p> | <p>AAIC-501 Research on HAI &amp; AAI</p> <p>AACP-508 Capstone: Applied work of AAI</p>  | <p>AAIC-504 AAI planning &amp; development</p> <p>AAIC-506 AAI program evaluation and implementation</p>  |

|   |  |   |   |  |
|---|--|---|---|--|
|   |  | related to the field of HAI and AAIs.   |   |  |
| 2. Emphasize the ethical-legal, competent, and responsible exercise of the AAI, considering not only human well-being, but also animal welfare.   | <p><b>4. Understanding appreciation and application of ethical principles and professional standards</b></p> <p>Graduates demonstrate knowledge and appreciation for the ethical principles, and the most important elements of professionalism, such as: altruism, accountability, duty, excellence, integrity, commitment, and respect for others.</p> | <p><b>Competency 2. Ethical and Legal Standards</b></p> <p>2.1 Understand and act in accordance with Animal-Assisted Interventions Standards of Practice (e.g., ACA Animal-Assisted Therapy in Counseling Competencies, IAHAIO Guidelines for Human and Animal Wellbeing in AAI, Summary of Considerations for APA Ethical Standards Competencies in Animal-Assisted Interventions, etc.) as well as national and federal laws, rules, regulations, policies, guidelines, and professional standards relevant to human health/education services.</p> <p>2.2 Recognize ethical dilemmas in human-animal interactions as they arise and apply ethical decision-making process to resolve the dilemmas.</p> | <p>AAIC-502<br/>Animal behavior &amp; training</p> <p>AAIC-503<br/>Animals as co-therapist and their evaluation process</p> | <p>AAIC-504<br/>AAI planning &amp; development</p> <p>AAIC-505<br/>Animal welfare &amp; risks management: ethical, legal &amp; professional aspects of HAI and AAI</p> <p>AACP-508<br/>Capstone: Applied work of AAI</p> |
| 3. Establish multidisciplinary and intercultural collaboration among certificate participants in a manner that promotes HAI and AAI development, education, and research, including animal-assisted therapy (AAT) and animal-assisted activities (AAA). | <p><b>6. Communication Skills</b></p> <p>Graduates establish the rapport necessary to sustain effective personal and professional relationships. They actively and empathically listen to others, including professional colleagues and the community. They communicate effectively with</p>   | <p><b>Competency 3. Communication and Interpersonal Skills</b></p> <p>3.1 Develop and maintain effective and meaningful relationships with clients, colleagues, organizations, and community members using appropriate interpersonal and professional styles of verbal, nonverbal, and written communication.</p> <p>3.2 Demonstrate effective interpersonal skills and the ability to explain AAIs to different audiences: clients, colleagues, stakeholders, and community.</p>   | <p>AAIC-504<br/>AAI planning &amp; development</p> <p>AAIC-506<br/>AAI program evaluation and implementation</p>            | <p>AACP-508<br/>Capstone: Applied work of AAI</p>  |



|   |   |  |   |  |
|---|---|--|---|--|
|   | these constituencies verbally, non-verbally and in writing.   |  |   |  |
|   | <p><b>2. Mastery of Clinical/ Professional Competencies</b></p> <p>Graduates demonstrate mastery of the clinical/ professional skills deemed relevant to their area of specialization. When appropriate, the professional accreditation standards will be used to develop the standards of performance and levels of mastery.</p> | <p><b>Competency 4. Interprofessional/ Interdisciplinary Skills</b></p> <p>4.1 Demonstrate knowledge and respect for the roles and perspectives of other professions within interdisciplinary context that support effective interdisciplinary team function in AAIs.</p>  | <p>AAIC-502 Animal behavior &amp; training</p> <p>AAIC-503 Animals as co-therapist and their evaluation process</p>                               | <p>AAIC-504 AAI planning &amp; development</p> <p>AACP-508 Capstone: Applied work of AAI</p>   |
| 4. Demonstrate the importance of understanding AAI and their meaning from scientific research, emphasizing areas such as: bond, mourning and mistreatment towards the animal as a possible indicator of patterns of violence in the family nucleus. | <p><b>5. Information Literacy</b></p> <p>Graduates should be able to recognize their information needs, know how to locate, identify access, retrieve, evaluate, organize, and use information. Finally, the information should be translated into knowledge, insight and understanding.</p>                                      | <p><b>Competency 1. Research</b></p> <p>1.1 Conduct, and disseminate research and scholarly activity (e.g., critical literature reviews, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects). that contributes to scientific, professional knowledge.</p> <p>1.2 Critically evaluate research and scholarly activities related to the field of HAI and AAIs.</p> | <p>AAIC-500 Introduction to Human-Animal Interactions (HAI) and Animal-Assisted Interventions (AAI)</p> <p>AAIC-501 Research on HAI &amp; AAI</p> | <p>AAIC-505 Animal welfare &amp; risks management: ethical, legal &amp; professional aspects of HAI and AAI</p> <p>AAIC-507 Animal loss and grief</p>        |
| 5. Highlight the need of awareness about issues related to animal behavior, aspects involving interspecies communication, health and welfare, proper  | <p><b>1. Mastery of theory and practice in their chosen field of study</b></p> <p>Graduates are expected to</p>   | <p><b>Competence 5. Scientific Knowledge and Methods</b></p> <p>5.1 Demonstrate extensive knowledge of the theories and models of cognitive, biological, affective, social, and</p>  | <p>AAIC-502 Animal behavior &amp; training</p> <p>AAIC-503 Animals as co-therapist and their evaluation</p>                                       | <p>AAIC-505 Animal welfare &amp; risks management: ethical, legal &amp; professional aspects of HAI and AAI</p> <p>AACP-508 Capstone Applied work of AAI</p> |

|   |   |  |  |   |
|---|---|--|--|---|
| <p>training, among others.</p>  | <p>acquire and integrate fundamental knowledge in their chosen profession. They should understand, value, and apply emerging findings in their area of specialization to the solution of problems and, when appropriate, participate in the generation of knowledge.</p>  | <p>developmental aspects of human and other animal behavior.</p>   | <p>process</p>   |   |
| <p>6. Provide training in the creation, policies, documentation, and evaluation of programs that involve the AAI, including public health issues.</p> | <p><b>1. Mastery of theory and practice in their chosen field of study</b></p> <p>Graduates are expected to acquire and integrate fundamental knowledge in their chosen profession. They should understand, value, and apply emerging findings in their area of specialization to the solution of problems and, when appropriate, participate in the generation of knowledge.</p> | <p><b>Competency 1. Research</b></p> <p>1.1 Conduct, and disseminate research and scholarly activity (e.g., critical literature reviews, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects). that contributes to scientific, professional knowledge.</p> <p>1.2 Critically evaluate research and scholarly activities related to the field of HAI and AAIs.</p> | <p>AAIC-504 AAI planning &amp; development</p> <p>AAIC-506 AAI program evaluation and implementation</p> | <p>AACP-508 Capstone: Applied work of AAI</p> |

**GRADUATE CERTIFICATE PROGRAM IN HUMAN-ANIMAL INTERACTION  
AND ANIMAL-ASSISTED INTERVENTIONS**

**CURRICULAR SEQUENCE**

(Effective Fall 2023)

| <b>FALL A</b> |   |                |
|---------------|---|----------------|
| <b>Code</b>   | <b>Course Title</b>   | <b>Credits</b> |
| *AAIC-500     | Introduction to Human-Animal Interactions (HAI) and Animal-Assisted Interventions (AAI) | 3              |
| *AAIC-501     | Research on HAI & AAI   | 2              |
| <b>Total</b>  |   | <b>5</b>       |

| <b>FALL B</b> |  |                |
|---------------|--|----------------|
| <b>Code</b>   | <b>Course Title</b>                                  | <b>Credits</b> |
| *AAIC-502     | Animal behavior & training                           | 3              |
| *AAIC-503     | Animals as co-therapist and their evaluation process | 2              |
| <b>Total</b>  |  | <b>5</b>       |

| <b>SPRING A</b> |   |                |
|-----------------|---|----------------|
| <b>Code</b>     | <b>Course Title</b>   | <b>Credits</b> |
| *AAIC-504       | AAI planning & development  | 3              |
| *AAIC-505       | Animal welfare & risks management: ethical, legal & professional aspects of HAI and AAI | 3              |
| <b>Total</b>    |   | <b>6</b>       |

| <b>SPRING B</b> |   |                |
|-----------------|---|----------------|
| <b>Code</b>     | <b>Course Title</b>                       | <b>Credits</b> |
| *AAIC-506       | AAI program evaluation and implementation | 3              |
| *AAIC-507       | Animal loss, grief, and bereavement       | 3              |
| <b>Total</b>    |   | <b>6</b>       |

| <b>SUMMER</b>                          |                               |                |
|--|-------------------------------|----------------|
| <b>Code</b>                            | <b>Course Title</b>           | <b>Credits</b> |
| AACP-508                               | Capstone: Applied work of AAI | 1              |
| <b>Total</b>                           |                               | <b>1</b>       |
| <b>Total Credits for Certification</b> |                               | <b>23</b>      |

**GRADUATE CERTIFICATE PROGRAM IN HUMAN-ANIMAL  
INTERACTION AND ANIMAL-ASSISTED INTERVENTIONS  
COURSE DESCRIPTIONS**

**AAIC-500 INTRODUCTION TO HUMAN-ANIMAL INTERACTIONS (HAI) and ANIMAL-ASSISTED INTERVENTIONS (AAI) (3 Credits)**

This course is aimed at familiarizing the participant with the history of human-animal interactions. Among the topics to be discussed are the history of these interactions, mediated, among many aspects, by culture, the emerging field of study of anthrozoology, and the one health model that addresses the intersectionality between people, animals, and the environment. In addition, its goal is to familiarize the participant with the emergence of Animal Assisted Interventions in Puerto Rico and internationally. Likewise, to present the terminology and concepts established in this context, as well as to distinguish the roles of both the animals and the professionals who participate in these interventions and the scenarios where they work. It will also explore the disciplines where IAA can be applied (education, therapy, animal welfare, among others) and to which areas they can contribute.

**AAIC-501 RESEARCH ON HAI & AAI (2 Credits)**

This course proposes to highlight the local and international scientific work on human-animal interactions, as well as those that support or question the benefits of animal-assisted interventions. Likewise, the importance of identifying research with appropriate methodological qualities, that will support future AAI service proposals, will be discussed. Likewise, the biology behind the Inter-species link will be discussed from a neuroscience approach. The current challenges at the methodological level and the recommendations in the creation of new research that contributes to the field of Anthrozoology will also be presented.

**AAIC-502 ANIMALS AS CO-THERAPIST AND THEIR EVALUATION PROCESS (2 Credits)**

This course discusses: types of therapy animals, the desirable characteristics in them, and how to determine the best scenario for their integration. Likewise, the different certifications available for therapy animals will be presented, locally and internationally. Additionally, myths and realities associated with therapy animals will be addressed.

**AAIC-503 ANIMAL BEHAVIOR & TRAINING (3 Credits)**

This course emphasizes the importance of knowing basic aspects of behavior of animals that are frequently integrated in the AAI. Likewise, best practices for respectful and appropriate animal management will be highlighted, always ensuring their well-being, including the retirement of the therapy animal. Similarly, significant aspects of inter-species communication will be highlighted.

**AAIC-504 AAI PLANNING & DEVELOPMENT (3 Credits)**

This course is intended to prepare the participants in the development of AAI programs. The areas to be considered at the time of design will be discussed, such as: population, therapy animal, theoretical model, consent, treatment plan or work goals, techniques, integrated or related interventions, among others. It also includes work in events of crisis or natural disasters. Existing guidelines will also be presented to establish best practices in AAI.

**AAIC-505 ANIMAL WELFARE & RISKS MANAGEMENT: ETHICAL, LEGAL & PROFESSIONAL ASPECTS OF HAI AND AAI (3 Credits)**

This course emphasizes aspects related to the field of animal welfare, including state and federal laws, and ethical issues regarding their care will be discussed. Similarly, the importance of working with the personnel and volunteers dedicated to this field, in terms of compassion fatigue, animal cruelty and its link to inter and intra species violence will be exposed. Opportunities to develop compassionate education activities will be promoted.

This course also will highlight the importance of working with AAIs from the ethical-legal and professional aspects, both for clients and for animals. State and federal legal aspects applicable to AAI will be discussed. Similarly, codes of ethics and professional guides on AAIs will be taken into consideration. The participants will be exposed to the preparation of initial evaluations (e.g., allergy or phobias evaluation, animal health status assessment, work disposition, among others), consent documents, writing certification letters, and other related documents. It will be promoted to work from an incident and risk prevention model with

emphasis on the safety of all parties involved.

**AAIC-506 AAI PROGRAM EVALUATION AND IMPLEMENTATION (3 Credits)**

This course is intended to expand the AAI to the establishment and evaluation of large-scale programs. The importance of the evaluation of facilities, teamwork and training, creation of policies and procedures, as well as aspects related to zoonosis and infection control will be discussed. The importance of developing an assessment plan that demonstrates the effectiveness (achievements) of the AAI in terms of the established objectives of each program will be emphasized. Similarly, it will focus on insurance processes and their relevance to this work.

**AAIC-507 ANIMAL LOSS AND GRIEF (3 Credits)**

This course aims to highlight the processes associated with the loss of a therapy or companion animal and recognize the impact it has on its handlers and clients. Likewise, specific issues of this experience will be addressed, such as opting for euthanasia. Evidence-based alternatives to handle the animal loss will be discussed not only with companion animal guardians, but also with clients receiving AAI according to their developmental stage.

**AACP-508 CAPSTONE: APPLIED WORK OF AAI (1 Credits)**

This final experience is intended for participants to integrate the knowledge acquired during the certificate into a proposal for services, from their discipline, that includes animal-assisted interventions. This will be carried out by oral and written presentation to discuss with peers and will be assessed by the Certificate's faculty.

## PREPARATORY COURSES: GRADUATE PSYCHOLOGY PROGRAMS

### GENERAL INFORMATION

Applicants with an undergraduate concentration or graduate specialization other than psychology are required to complete 15 credits (5 courses of 3 credits each) of preparatory courses to qualify for an admission evaluation for an Albizu graduate psychology program. The courses cover the following areas:

- Experimental Psychology
- Statistics
- Abnormal Psychology
- Theories of Personality
- Physiological Psychology

Prospective students who apply to a graduate psychology program without having the required academic background will receive a letter from the Admissions Office specifying the courses that will need to be completed. The student will then have up to one year to complete the courses. Albizu institutional policy dictates that the student cannot take the preparatory courses with the intention of raising his or her cumulative GPA.

Any applicant interested in one of Albizu's clinical psychology programs must contact the Admissions Office to verify if his or her undergraduate concentration is included in the list of concentrations accepted for these programs.

*Note: Completion of the preparatory courses does not guarantee that the applicant will receive an appointment for an admission interview or will be admitted to an Albizu University graduate program.*

### REQUIRED APPLICATION DOCUMENTS

1. **A completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having obtained at least the **minimum cumulative grade point average (CGPA)** required for the relevant graduate program. Note that this requirement refers to the CGPA, not the concentration or graduation GPA. Only the CGPA of conferred degrees will be taken into consideration.
3. **Official transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*
4. Evidence of having earned, at least, a **B.A. or B.S. degree** from an institution accredited by the Puerto Rico Council of Education. Degrees or credits obtained outside of Puerto Rico must have been earned at an institution accredited by a regional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or an institution of higher education located outside the United States, which, at the time the applicant was enrolled, maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States that are accredited by a body recognized by CHEA.

5. One **letter of recommendation** from a professor, employer, or community leader. *The recommendation must be submitted on Albizu's official recommendation form:*

Spanish version:

<https://www.albizu.edu/wp-content/uploads/2020/06/CARTA-DE-RECOMENDACION-EN-ESPA%C3%91OL-SJU-Rev.2019.pdf>

English version:

[https://www.albizu.edu/wp-content/uploads/dlm\\_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf](https://www.albizu.edu/wp-content/uploads/dlm_uploads/2020/03/CARTA-DE-RECOMENDACION-EN-INGLES-SJU-Rev.2019.pdf)

6. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
7. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).

An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <https://www.albizu.edu/international-students/>

8. **Any additional documents** that may be required by Albizu University graduate psychology programs at a future date, as specified at the time of application for preparatory courses.

## IDENTITY VERIFICATION

All admitted students are required to present a current ID card for identity verification purposes.

## PREPARATORY COURSES: SPEECH AND LANGUAGE PATHOLOGY PROGRAM

### GENERAL INFORMATION

Applicants with an undergraduate concentration or specialization other than speech and language therapy are required to complete 21 credits (7 courses of 3 credits each) of preparatory courses to qualify for an admission evaluation for the Albizu M.S. in Speech and Language Pathology program. These courses cover the following areas:

- Communication Disorders or Nature and Needs of the Exceptional Child
- Acoustic and Psychoacoustic Aspects of Sound and Voice Reception and Perception or Hearing Science
- Statistics
- Human Growth and Development
- Professional Writing

In addition to the five courses previously mentioned, every applicant must have completed the following two courses:

- a. One course out of this group of three:
  - Introduction to Physical Sciences
  - Physics
  - Chemistry
- b. One course out of this group of four:
  - Biological Sciences
  - Biology
  - Human Genetics
  - Neuroanatomy and Neurophysiology

Prospective students who apply to the M.S. in Speech and Language Pathology program without having the required academic background will receive a letter from the Admissions Office specifying the courses that will need to be completed. The student will then have up to one year to complete the courses. Albizu institutional policy dictates that the student cannot take the preparatory courses with the intention of raising his or her cumulative GPA.

***Note:** Completion of the preparatory courses does not guarantee that the applicant will receive an appointment for an admission interview or will be admitted to an Albizu University program.*

### REQUIRED APPLICATION DOCUMENTS

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having obtained at least the **minimum cumulative grade point average (CGPA)** required for the relevant graduate program. Note that this requirement refers to the CGPA, not the concentration or graduation GPA. Only the CGPA of conferred degrees will be taken into consideration.
3. **Official transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after



beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application which will result in the loss of all credits earned and may result in dismissal.*

4. Evidence of having earned, at least, a **B.A. or B.S. degree** from an institution accredited by the Puerto Rico Council of Education. Degrees or credits obtained outside of Puerto Rico must have been earned at an institution accredited by a regional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or an institution of higher education located outside the United States, which, at the time the applicant was enrolled, maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States that are accredited by a body recognized by CHEA.
5. One **letter of recommendation** from a professor, employer, or community leader. *The recommendation must be submitted on Albizu's official recommendation form:*

Spanish version:

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English version:

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6. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
7. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).

An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <https://www.albizu.edu/international-students/>

8. **Any additional documents** that may be required by the Albizu M.S. in Speech and Language Pathology program at a future date, as specified at the time of application for preparatory courses.

## IDENTITY VERIFICATION

All admitted students are required to present a current ID card for identity verification purposes.

## SAN JUAN CAMPUS FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

### UNDERGRADUATE PROGRAM

- Cruz-Santos, Andrés** B.S. 2014, University of Puerto Rico, Cayey, Psychology  
M.S. 2016, Carlos Albizu University, San Juan, School Psychology  
Ph.D. 2019, Carlos Albizu University, Psychology with Specialization in Consultation, Research and Teaching  
Assistant Professor  
**Research Interests:** Cyberpsychology, Education, Wellness and Psychometry
- Hernández-Rosado, Margarita** B.S. 1981, University of Puerto Rico, Medical Sciences Campus, Health Education  
M.S. 1983, University of Puerto Rico, Speech and Language Pathology  
Associate Professor  
**Research Interests:** Stuttering, speech and language communication, writing disabilities.
- Rodríguez-Olivieri, Nitza** B.S. 1977, Interamerican University, Psychology  
M.S. 1979, University of Puerto Rico, Medical Sciences Campus Speech and Language Pathology  
Associate Professor
- Torres Cuevas, Hécmir** B.A., 2006, University of Puerto Rico, Psychology  
M.S., 2009, Carlos Albizu University, Clinical Psychology  
Ph.D., 2011, Carlos Albizu University, Clinical Psychology  
Coordinator, Interdisciplinary Baccalaureate Assistant professor  
**Research Interest:** child psychopathology, resilience, spirituality in psychology
- Vélez, Arlene** B.S., 2001, University of Puerto Rico, Secondary Science Education  
M.S., 2005, Texas A & M University, Counseling and Guidance  
Ph.D., 2010, Purdue University, Counseling Psychology  
Director, Interdisciplinary Baccalaureate Program  
**Research interests:** crisis intervention, interpersonal issues, family of origin concerns, identity development, diversity issues, intercultural development, emotion focused therapy, complimentary alternative techniques
- Viera Vargas, Hugo René** B.A., 1995, University of Puerto Rico, General Social Sciences  
M.A., 2003, Indiana University, Bloomington, IN, Latin American & Caribbean Studies.  
Ph.D., 2008, Indiana University, Bloomington, IN, History (**Latin America & African American and Afro-Diasporic History**)  
Professor  
**Research Interest:** History of Puerto Rico & the Caribbean, Popular Culture, Historical Ethnomusicology.

### GRADUATE PROGRAMS

- Avilés, Alberto** B.S. 2003, University Puerto Rico, Biology  
M.S. 2007, University of Puerto Rico, Speech and Language Pathology

D.H.S. 2017, AT-Still University, Global Health Assistant Professor  
Research interests: Neurogenic speech disorders, dysphagia, adult cognitive/linguistic disorders, tracheotomy and ventilator dependent patients and voice disorders

**Bustillo-Formoso, María**

B.A. 1980, University of Puerto Rico, Río Piedras Campus, Elementary Education.  
M.S. 1982, University of Puerto Rico, Medical Sciences Campus, Speech-Language Pathology  
S.L.P.D. 2015, Nova Southeastern University, Speech and Language Pathology  
Assistant Professor  
**Research Interests:** Standardized language tests for children and adolescents, speech and language acquisition, supervision

**Cabiya-Morales, José**

B.A. 1976, University of Puerto Rico, Psychology  
Ph.D. 1983, State University of New York at Albany Full Professor  
**Research Interests:** Evaluation of effectiveness of cognitive-behavioral interventions with children and adolescents; psychological testing and validation with the MMPI-2 and MMPI-A; neuropsychological testing and prevention of mental health in children; impulsivity, aggressive behavior, alcohol and substance abuse in children and adolescents; depression in children

**Cepeda-Hernández, Sonia**

B.A. 1999, University of Puerto Rico, General Science  
M.A. 2003, Interamerican University, Metropolitan Campus, Counseling Psychology  
Ph.D. 2013, Interamerican University, Metropolitan Campus, Counseling Psychology  
Dean for Academic Affairs  
**Research Interests:** Gender, masculinity, emotions regulation, anxiety, stress and coping, complementary and integrative health, mindfulness, mindfulness-acceptance and compassion-based interventions.

**Chévere-Rivera, Karisol**

B.A. 2003, University of Puerto Rico, Psychology, Psychology  
M.A. 2007, University of Puerto Rico, Industrial-Org. Psychology  
Ph.D. 2003, University of Puerto Rico, Psychology, Psychology Program Director of the Industrial-Org. Psych. Program Assistant Professor  
**Research interests:** Organizational Citizenship Behavior, Customer Service Satisfaction, Entrepreneurship, Mentorship, Public Policy & Emotions

**Concepción-Lizardi, Aysha**

B.A. 1982, University of Puerto Rico, Psychology  
Ph.D., 1995, University of Puerto Rico, Clinical Psychology  
DDIT, 2002, Certification in Early Intervention and Developmental Delays, University of Puerto Rico, Medical Sciences Campus  
Associate Professor  
**Research interests:** Violence prevention, community based clinical interventions, families, children, adolescents, family and community violence, diverse populations

**De Jesús Calcaño, Jahgen**

B.A. 2007, University of Puerto Rico, Elementary Education  
M.S. 2009, University of Puerto Rico, Speech and Language Pathology  
Ed.D. 2018 Nova Southeastern University  
Graduate Certification 2014, University of Puerto Rico, Early Intervention and Developmental Disabilities Assistant Professor  
**Research Interests:** Autism spectrum disorders, central auditory

processing, fluency, literacy, learning disabilities

**Figueroa-Montero, Zayana**

B.A. 1998 Psychology and Mental Health University of Puerto Rico, Cayey Campus, Counseling Psychology M.A. 2004, Interamerican University, Metropolitan Campus, Counseling Psychology Psy.D 2020, Ana G. Mendez University, Gurabo Campus Counseling Psychology Interim Coordinator of Clinical Training and Internship Psy.D. Program

**Research Interests:** Qualitative research, Children, Adolescents, Couples, family and Alternative therapies

**Francia Martínez, Margarita**

B.A. 1984, University of Puerto Rico, Psychology  
M.A. 1987, University of Puerto Rico, Clinical Psychology  
Ph.D. 2000, University of Puerto Rico, Clinical Psychology Associate Professor

**Research interests:** LGBT and related issues, psychotherapy and evidence-based psychotherapies, gender issues, ADD in adults, cultural diversity, psychology of women, sexuality and couple's issues

**García-Carrasquillo, Aida**

B.S. 1985, University of Puerto Rico  
M.S. 1991, Caribbean Center for Advanced Studies, Clinical Psychology  
Ph.D. 1992, Caribbean Center for Advanced Studies, Clinical Psychology  
Full Professor

**Research Interests:** Cognitive measurement and evaluation, ethical issues in clinical psychology, needs assessment, crisis intervention, homelessness.

**García-Rohena, Moraima**

B.A. 2004, University of Puerto Rico, Rio Piedras, Psychology  
M.A. 2007, University of Puerto Rico, Rio Piedras, Clinical Psychology  
Ph.D. 2011, University of Puerto Rico, Psychology  
Coordinator, MS in Autism and Other Neurodevelopmental Disorders  
Coordinator, Graduate Certification in Autism

**Research Interests:** Support of the wellbeing and transition services of the population with functional diversity, mainly young people and adults with disabilities and autism spectrum disorder

**Gómez-Martínez, Héctor**

B.A. 2008, University of Puerto Rico, Psychology and Mental Health  
Ph.D. 2015, Ponce Health Sciences University, Clinical Psychology  
Assistant Professor

**Research interests:** Neuropsychology of learning, assessment of specific learning disabilities, neuropsychology of executive functions, geriatric neuropsychology, neurocognitive disorders

**González-Viruet, Maribella**

B.A. 1997, University of Puerto Rico, Mayagüez Campus. Art and Science in Psychology  
M.S. 2000, Carlos Albizu University, Clinical Psychology Ph.D. 2002, Carlos Albizu University, Clinical Psychology Associate Professor

**Research Interests:** Psychometric and psychoeducational assessment for children, children, and adolescents

**Joglar, Teresa**

B.A. 1986, University of Puerto Rico, Special Education  
M.S. 1989, University of Puerto Rico, Speech and Language Pathology  
Associate Professor Practice Coordinator

**Research Interests:** Cognitive-communication disorders, language disorders, neurogenic communication disorders, supervision

**Maldonado-Pérez, Maritza**

B.S. 1987, University of Puerto Rico, Medical Sciences Campus,

Speech-Language Therapy  
M.S. 1996, University of Puerto Rico, Medical Sciences Campus,  
Speech-Language Pathology.  
Ed.D. 2014, Metropolitan University of Puerto Rico, Teaching Assistant  
Professor  
**Research Interests:** Anatomy and physiology of the oral mechanism,  
articulatory, phonological, oral motor and sensory disorders,  
differential diagnosis, and research methodology in  
communication disorders

**Marqués, Domingo** B.A. 2001, University of Puerto Rico, Mayagüez Campus, Social Sciences  
Psy.D. 2006, Ponce Health Sciences University, Clinical Psychology  
Associate Professor

**Research Interests:** Borderline Personality Disorder, Dialectical  
Behavioral Therapy, Suicide, non-suicidal Self injury, Family, stigma,  
natural disasters, trauma

**Martínez-Geigel, Carmen** B.A. 1978, University of Puerto Rico, Río Piedras Campus, Psychology  
M.A. 1998, Interamerican University, Metropolitan Campus, Counseling  
Psychology

Ph.D. 2006, Interamerican University, Metropolitan Campus,  
Counseling Psychology  
Associate Professor

**Research Interests:** Couples and family therapy, positive psychology,  
qualitative research

**Martínez-González, José** B.A. 1978, University of Puerto Rico, Río Piedras Campus, Psychology  
M.S. 1982, University of Puerto Rico, Río Piedras Campus, Psychology;  
Clinical Psychology

Ph.D. 1999, University of Puerto Rico Associate Professor

**Research Interests:** Mental health services disparities, psychosocial  
correlates of ADHD in elementary school age children, parenting  
styles/practices and family stress levels, child abuse and neglect  
evaluation, HIV positive women's health and psychosocial functioning,  
empowerment intervention models for women living with HIV, HIV  
medication adherence issues, psychosocial sequel of traumatic events,  
intervention outcome research

**Martínez-Lugo, Miguel E.** B.A. 1978, University of Puerto Rico, Mayagüez Campus, Psychology  
M.S. 1980, Caribbean Center for Advanced Studies,  
Industrial/Organizational Psychology

Ph.D. 1983, Caribbean Center for Advanced Studies,  
Industrial/Organizational Psychology.  
Full Professor

**Research Interests:** Job involvement, workplace mobbing,  
organizational commitment, job satisfaction, test development,  
retirement issues, organizational behavior, ageism in the workplace,  
work engagement, organizational justice, boredom at work, job  
burnout, organizational cynicism

**Matos-Román, Maribel** B.A. 1980, University of Puerto Rico, Psychology  
M.A. 1984, University of Puerto Rico, Clinical Psychology Ph.D. 1997,  
University of Puerto Rico, Psychology Associate Professor

**Research Interests:** Psychotherapy research, ADHD and disruptive  
disorders in children and adolescents, psychometric and  
psychoeducational

**Moro de Figaredo, María** BS 1983, Florida International University, Miami, Florida, Psychology  
MS 1993, University of Puerto Rico, Medical Sciences Campus, Speech-

Language Pathology.

2010 Filius Institute, Medical Sciences Campus, Puerto Rico, Autism Certificate, Clinical Director, Albizu Clinic, Speech Pathology Program Assistant Professor

**Research Interests:** Autism, cleft palate, language acquisition, language disorders, neurogenic communication disorders

**Nazario-Serrano, Juan**

B.A. 1992, Interamerican University of PR, Psychology

M.S. 1995, Caribbean Center for Advanced Studies, Clinical Psychology

Psy.D. 2000, Carlos Albizu University, Clinical Psychology

Associate Professor

**Research interests:** Substance abuse, homelessness, psychopathology, schizophrenia, gender, and sexual diversity

**Padilla-Cotto, Lymaries**

B.A. 1992, University of Puerto Rico, Psychology

M.A. 1996, University of Puerto Rico, Clinical Psychology Ph.D. 2002,

University of Puerto Rico, Clinical Psychology Director; Research Training Program

**Research Interests:** Obesity (psychological and sociological factors) psychological aspects and attitudes of infertility, ADHD, cybernetics and psychology, depression, aggression in children, hyperactivity

**Pedrosa-Roche, Orlando**

M.S. 1990, Caribbean Center for Advanced Studies, Clinical Psychology

Ph.D. 1994, Caribbean Center for Advanced Studies, Clinical Psychology

Associate Professor

**Research Interest:** Violence prediction

**Pérez-Pedrogo, Coralee**

B.A. 2002, University of Puerto Rico, General Psychology

M.S. 2005, Carlos Albizu University, Clinical Psychology

Ph.D. 2008, Carlos Albizu University, Clinical Psychology Associate Professor

**Research interests:** Evidence based practices and interventions, health psychology, HIV, stigma, substance use disorders, translational research, trauma, violence

**Pérez-Santiago, José A.**

B.S. 1986, University of Puerto Rico, Psychology

M.S. 1994, Caribbean Center for Advanced Studies, Industrial/Organizational Psychology.

Ph.D. 1997, Caribbean Center for Advanced Studies, Industrial/Organizational Psychology

Full professor

**Research Interests:** Work motivation, job stress, psychological assessment, organizational climate and culture, psychological consultation, tests construction, job redesign, organizational leadership

**Piñeiro, Lynnette**

B.S. 2008, University of Puerto Rico, General Science

M.S. 2011, Universidad del Turabo, Speech and Language Pathology

Ph.D. 2021 Northcentral University

Associate professor

**Research Interests:** Head and neck cancer, neurogenic communication disorders, psychoacoustics, swallowing disorders, voicedisorders.

**Pons-Madera, José**

B.A. 1977, Indiana State University, Psychology

M.S. 1979, Carlos Albizu University, Clinical Psychology Ph.D. 1982, Carlos Albizu University, Clinical Psychology  
Full professor

**Quintana-Martínez, Somari** B.A. 2011, Ana G. Méndez University, Gurabo Campus,  
M.A. 2016 Ana G. Méndez University, Gurabo Campus, Counseling  
Psychology  
Psy.D. 2023, Ana G. Méndez University, Gurabo Campus, Counseling  
Psychology  
Coordinator of Clinical Practices of the MS Program  
**Research Interests:** Health psychology, Positive psychology, Child  
development

**Quintero-Jiménez, Noel** Master's in Theology, 1972, Javeriana University, Bogotá, Colombia  
M.A. 1979, New York University, Educational Psychology  
M.S. 1984, Caribbean Center for Advanced Studies, Clinical Psychology  
Ph.D. 1989, Caribbean Center for Advanced Studies, Clinical  
psychology  
Full Professor  
**Research Interests:** Stress and coping, cognitive measurement, and  
evaluation, learning disabilities, spirituality and religion in psychology,  
supervision and ethical issues in clinical psychology, trauma, and  
sexualabuse

**Reyes, Marcos** B.A., 2009, Interamerican University of Puerto Rico, Psychology  
M.S., 2012, Ponce Health Sciences University, Clinical Psychology  
Ph.D., 2015, Ponce Health Sciences University, Clinical Psychology  
Director, Ph.D. in Clinical Psychology Program  
**Research interests:** Primary care behavioral health, health psychology,  
underserved populations, evidence-based practice

**Reyes, Victoria** B.A., 2012, University of PR, Elementary Education, Spanish Major  
M.S., 2014, University of PR, Speech and Language Pathology Assistant  
Professor, Program Director Speech Pathology Program  
**Research interests:** Supervision, reading and writing disorders,  
independent life language skills, social communication, autism

**Rivera-García, Migna** B.A. 1992, University of Puerto Rico, Rio Piedras, Social Work  
M.A. 2009, Interamerican University of Puerto Rico, Counseling Psych.  
Ph.D. 2015, Interamerican University of Puerto Rico, Counseling Psych.  
Program Director Counseling Psychology MS and Psy D. Program  
**Research interests:** Human rights perspective, feminism, anti-racist  
and decolonial practices of psychology, cultural diversity, and  
multiculturalism

**Rivera-Rodríguez, Keyla** B.A. 2006, Interamerican University of Puerto Rico, Metropolitan  
Campus, Psychology  
MPSYC 2010, Turabo University, Gurabo Puerto Rico, Counseling  
Psychology  
Psy.D. 2015, Turabo University, Gurabo Puerto Rico, Counseling  
Psychology  
Assistant Professor  
**Research Interests:** Contemporary models, Diversity and  
multiculturalism

**Rodríguez, Tania** B.A. 2001, Universidad de Puerto Rico, Psicología  
M.A. 2004, Universidad Interamericana de PR, Consejería Psicológica  
Ph.D. 2009, Universidad Interamericana de PR, Consejería Psicológica

Practice Coordinator

**Research interests:** Cognitive assessment, psychometry, trauma in children and adolescents, addictions

**Rodríguez-Gómez, José R.**

B.S. 1979, University of Puerto Rico, Río Piedras Campus  
M.D. 1983, UCETEC, Dominican Republic, General Medicine  
M.P.H. 1986, University of Puerto Rico, Medical Sciences Campus, Epidemiology

Postgraduate Certification 1987, University of Puerto Rico, Medical Sciences Campus, Gerontology

M.A. 1988, Fordham University, Sociology

Sc.D. 1989, Lafayette University, Pastoral Wellness Ph.D. 1993, Fordham University, Sociology

Full Professor

**Research Interests:** Epidemiology of mental health illness, nutrition and mental health minorities (Hispanics), social psychology, pastoral counseling, gerontology, depression and diabetes in the elderly, Alzheimer's, oncology and STDs

**Rodríguez Soto, Nayra**

B.A. 2009, University of Puerto Rico, Psychology and Anthropology

M.A. 2012, University of Puerto Rico, Academic Research Psychology

Ph.D. 2017, University of Puerto Rico, Psychology

Assistant Professor

**Research interests:** Prenatal maternal stress and infant's temperament, associations between sociocultural factors (e.g., cultural values and poverty), dyadic processes (e.g. parenting practices and parent characteristics), socioemotional development in middle childhood and adolescence, clinical and translational research, research designs and methods

**Rodríguez-Ramos, Luis**

B.A. 1992, University of Puerto Rico, Río Piedras Campus, Psychology

Psy.D. 1999, Caribbean Center for Advanced Studies, San Juan Campus, Clinical Psychology

Assistant Professor

**Research interests:** Neuroscience, Forensic psychology, Violence, Psychopathology, Psychopathy and Criminal behaviors

**Rosario-Rodríguez, Adam**

B.A. 2011, University of Puerto Rico, Río Piedras, General Psychology

M.S. 2014, Carlos Albizu University, San Juan, Industrial Organizational Psychology

Ph.D. 2017, Carlos Albizu University, San Juan, Industrial Organizational Psychology

Assistant Professor

**Research Interests:** Research Interests: Cyberpsychology, Psychometric Development, Artificial Intelligence, eLearning, Video Games, Gamification, Occupational Health, Mindfulness, Work Engagement, Anxiety at Work, Job Burnout, Workplace Mobbing, Spirituality and Religion in Psychology, High Performance Teams, Economic Behavior, Job Satisfaction, Organizational Citizenship Behaviors.

**Santana-Mariño, Julio**

Psychology Licensure 1994, Universidad Central de las Villas

Masters in Medical Psychology, 2000, Universidad Central de las Villas

Ph.D. 2012, University of Puerto Rico, Clinical Psychology

Chancellor

**Research Interests:** Health psychology, social psychology, hypnosis, cognitive therapy



**Seda-Irizarry, Gretchen**

B.A. 2002, University of Puerto Rico, Psychology  
M.A. 2005, Interamerican University, Counseling Psychology  
Ph.D. 2010, Interamerican University, School Psychology Graduate  
Certification, 2015, Carlos Albizu University, Autism Director, School  
Psychology Program  
Director, Ph.D. in Consultation, Research and Teaching Program  
**Research interests:** Coping strategies, mindfulness, emotional and  
behavioral problems, ADHD, positive behavior support, autism,  
learning disabilities

**Torres-Fernández, Ivelisse**

B.A. 1993, University of Puerto Rico, Mayagüez, Psychology  
M.A. 1997, Interamerican University, San Germán, School Psychology  
and Counseling Psychology  
Ph.D. 2003, University of Iowa, School Psychology Assistant Professor  
**Research interests:** Trauma, migration, social emotional learning,  
resilience, social justice, and multiculturalism.

**Vélez-Pastrana, María C.**

B.A. 1990, University of Puerto Rico, Psychology  
M.S. 1995, Caribbean Center for Advanced Studies, Clinical Psychology  
Ph.D. 1997, Caribbean Center for Advanced Studies, Clinical  
Psychology  
Associate Professor  
**Research Interests:** ADHD in adults; adolescent sexual behavior and  
attitudes; sexual risk behaviors; test construction and development;  
health disparities, particularly pertaining to health behaviors and  
HIV/STD risk

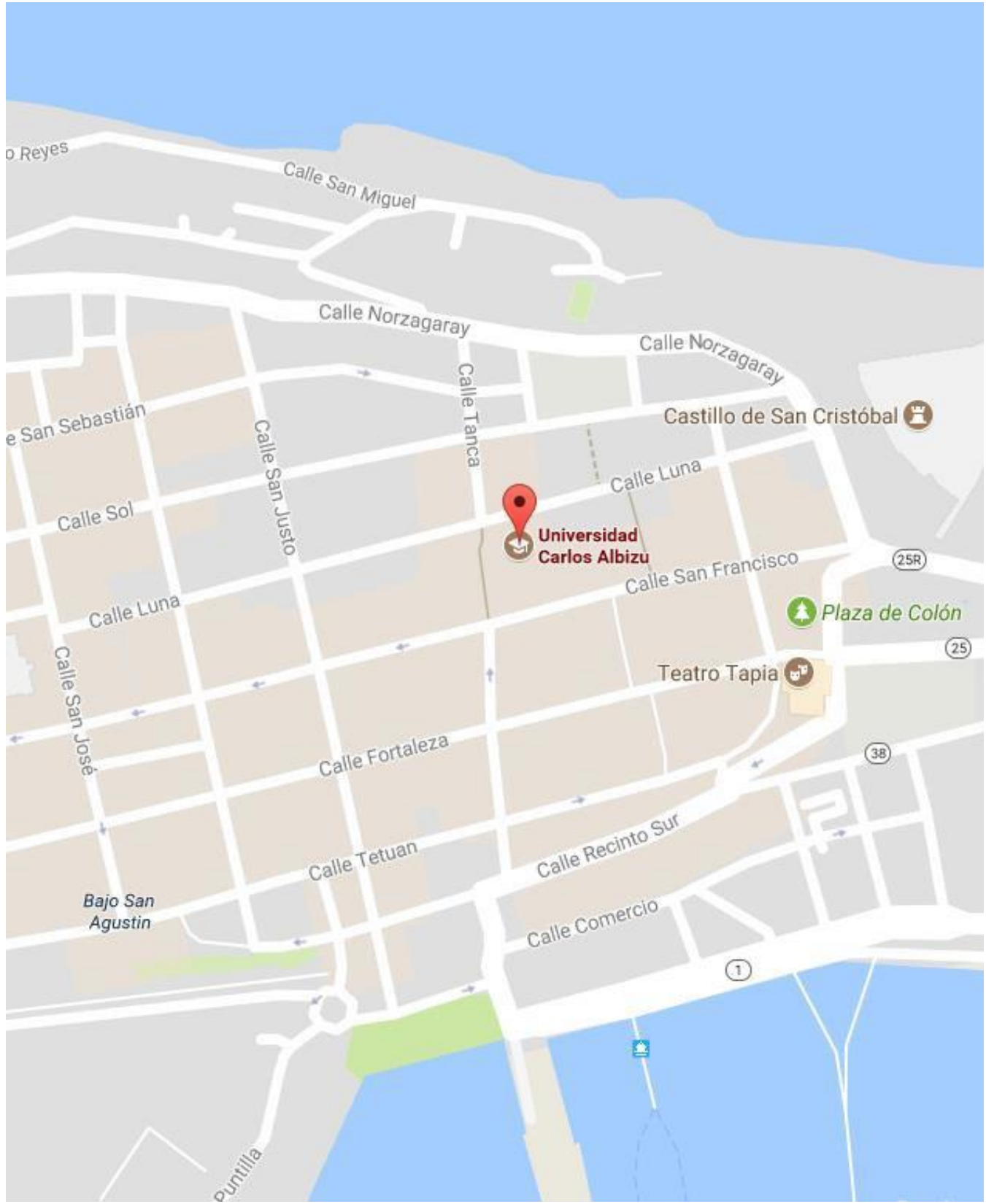
## MAYAGÜEZ UNIVERSITY CENTER

- Ahmad-Pereira, Youssef** B.S. 2000, University of Puerto Rico, Biology  
B.A. 2005, University of Puerto Rico, Psychology  
M.S. 2008, Carlos Albizu University, Clinical Psychology  
Ph.D. 2010, Carlos Albizu University, Clinical Psychology Associate  
Academic Dean  
**Research interests:** Risk factors and cognitive performance  
aging, dementia, neurofeedback, neuropsychological performance in  
elderly population
- Bezares-Hernández, Melissa** B.S. 2005, Universidad del Turabo, Psychology  
M.S. 2008, Carlos Albizu University, Clinical Psychology  
Psy.D. 2011, Carlos Albizu University, Clinical Psychology Albizu Clinic  
Director  
**Research interests:** Mindfulness therapy, echotherapy, autism  
spectrum disorder, LGBTQ community
- Correa Mercado, Caroline** B.B.A. 1992, Caribbean University, Ponce, Bus. Admin, Management  
M.S. 2008, Pontifical Catholic University of Puerto Rico, Ponce,  
Industrial Organizational Psychology  
Ph.D. 2011, Pontifical Catholic University of Puerto Rico, Ponce,  
Industrial Organizational Psychology  
Assistant Professor  
**Research interests:** Interpersonal relationships and human factors in  
commercial aviation, pilots, business psychology, motivational groups,  
program design and evaluation, consumer psychology, psychologically  
healthy organizations, learning strategies in virtual and distance  
education.
- Ginebra-Cordero, Vanessa** B.A. 1999, University of Puerto Rico, Mayagüez Campus,  
Psychology  
M.A. 2002, Interamerican University, San Germán Campus, Counseling  
Psychology  
Ph.D. 2010, Interamerican University, San Germán Campus, Counseling  
Psychology  
Specialist Third Generation Contextual Therapies, 2022,  
Interim Coordinator of Clinical Training and Internship Psy.D. Program  
**Research Interests:** Assesment, Supervision, Trauma in  
children, Positive psychology and Discipline positive
- González Elías, Gisela** B.A. 2001, University of Puerto Rico, Mayagüez Campus, Psychology  
M.A. 2003, Interamerican University, San German Campus, Counseling  
Psychology  
Ph.D. 2011, Interamerican University, San German Campus, Counseling  
Psychology  
Coordinator, Interdisciplinary Baccalaureate Program, Mayagüez  
University Center  
**Research Interests:** Executive functions in children,  
neuropsychological assessment and elderly population, trauma and  
psychometric profile, trauma and symptomatology, diagnosis, and  
treatment
- Liquet-Suárez, Minoshka** B.A. 2007, Interamerican University of Puerto Rico, General Psychology  
Psy.D. 2012, Ponce School of Medicine, Clinical Psychology  
Assistant professor  
**Research interests:** borderline personality disorder, suicide behavior,  
non-suicidal self-inflicted wounds, dialectic behavioral therapy,

mindfulness, trauma

- Martínez-Geigel, Carmen** B.A. 1978, University of Puerto Rico, Río Piedras Campus, Psychology  
M.A. 1998, Interamerican University, Metropolitan Campus, Counseling Psychology  
Ph.D. 2006, Interamerican University, Metropolitan Campus, Counseling Psychology  
Associate Professor
- Muñiz-Cardona, Jonathan** B.A. 2007 Interamerican University, Aguadilla Campus, Psychosocial Human Services, with Specialization in Dysfunctional Family  
M.S. 2011 Interamerican University, Aguadilla Campus, Counseling Psychology, with Specialization in Family  
M.S. 2019 Ponce Health Sciences University, Ponce Campus, Clinical Psychology  
Psy.D. 2019 Ponce Health Sciences University, Ponce Campus, Clinical Psychology, APA  
Assistant Professor, Clinical Supervisor  
**Research Interests:** Personality Assessment, Health Psychology, Behavioral Medicine, Pain Management, Psychogeriatrics, Group Therapy
- Ortiz-Lebrón, Beatriz P.** B.A. 1998, Universidad de Puerto Rico, Mayagüez Campus, Psychology  
M.A. 2002, Universidad Interamericana de PR, San German Campus, Counseling Psychology  
Ph.D. 2014, Universidad Interamericana de PR, San German Campus, Counseling Psychology  
Associate Professor  
**Research interests:** Neuropsychology, Substance Use Disorders, Severe Mental Illness, Trauma, and Alternative and Complementary Therapy Modalities.
- Rodríguez-Georgi, Annette** B.A. 1994, Pontificia Universidad Católica, Special Education  
M.S. 1997, Universidad de Puerto Rico, Speech/Language Pathology  
J.D. 2003, Pontificia Universidad Católica, Juris Doctor Coordinator,  
M.S. in Speech and Language Pathology Program
- Rodríguez-Sanfiorenzo, Tania M** B.A. 2001, Universidad de Puerto Rico, Mayagüez Campus, Psychology  
M.A. 2004, Universidad Interamericana de PR, San German Campus, Counseling Psychology and School Psychology  
Ph.D. 2009, Universidad Interamericana de PR, San German Campus, Counseling Psychology  
Coordinator of Clinical Practices of the MS Program  
**Research interests:** Assessment, Supervision, telehealth, Trauma in children and adolescents, Suicide
- Segarra-González, Yahaira** B.A. 2002, University of Puerto Rico, Psychology  
M.C. 2005, University of Phoenix, Mental Health Counseling Ph.D. 2011, Interamerican University of Puerto Rico, Counseling Psychology  
Coordinator, M.S. in Counseling Psychology Program  
**Research interests:** Human-animal interactions, human-animal bond, healthy aging, positive psychology

## LOCATION MAP: SAN JUAN CAMPUS



**LOCATION MAP: MAYAGÜEZ UNIVERSITY CENTER**

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