



**CLINICAL PH.D. PROGRAM CATALOGUE  
MARCH 2017**



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## DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (Ph.D.)

### Mission of the Program

The PhD Program strives to be an exemplary and competitive Clinical Psychology Program which 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 and Competencies Required

Since November 2010, our training model has been identified as **Scientist-Practitioner**. The scientist-practitioner training model in psychology is an innovative approach that incorporates science and practice, whereby “each must continually inform the other” (Belar & Perry, 1992, p. 72). The scientist-practitioner model is founded on the idea that psychologists should be trained as both scientists and practitioners (Jones & Mehr, 2007). The goal of this model is to: to train psychologists who are capable of applying psychological knowledge to their work with patients as well as possessing 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 role of a clinician and a researcher into one entity is practicing in accordance with the scientist-practitioner model. The scientist-practitioner 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, the model provides for the development of the knowledge, skills, and attitudes that encourage the scientific approach to practice (Jones & Mehr, 2007). The 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). Our Doctor of Philosophy in Clinical Psychology Program is accredited by the **American Psychological Association (APA)**. Questions related to the program’s accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1<sup>st</sup> Street, NE, Washington, DC 20002  
Phone: (202) 336-5979 / E-mail: [apaacred@apa.org](mailto:apaacred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

The nine domains emphasized in this model are (i) Research, (ii) Ethical and Legal Standards (iii) Individual and Cultural Diversity, (iv) Professional Values, Attitudes and Behaviors, (v) Communication and Interpersonal Skills, (vi) Assessment, (vii) Intervention, (viii) Supervision and (ix) Consultation and Interprofessional/interdisciplinary skills. In addition to these profession wide competencies, the program trains students in Discipline Specific Knowledge. Our Program goals and objectives are based on these nine domains.

The program goals are:

**Goal 1: To train students in the construction/creation and integration in research in clinical psychology in a culturally and ethically appropriate manner.**

**Goal 2: To train students in the application of knowledge, assessment skills and clinical skills in the practice of psychology in a culturally and ethically appropriate manner.**

The PhD program provides and implements a clear and coherent curriculum plan, which consists of 96 credits, including: 11 foundation courses; 17 concentration courses; 4 elective courses; 7 laboratories, 2 seminars, 8 clinical practicum; 8 research practicum; a second year project ; the dissertation; and the PhD Comprehensive Integrative Program Examination. Students are required to submit their second year project in article form to a professional peer-reviewed journal.

Clinical as well as 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 sequential, cumulative and graded in complexity, and designed to prepare students for further organized training. The courses as well as the practicum follow a sequence of complexity. The clinical and research practicum are based on a Developmental Model of competencies that emphasizes the acquisition of competencies in a sequential, cumulative manner with increasing complexity.

### **Research Practicum**

The research practicum is supervised by doctoral-level research faculty. We expect students to master these research competencies: knowledge of the APA and Puerto Rican Psychological Association Code of Ethics; ability to apply ethical principles in clinical research; perform literature reviews; skills to use computers for research purposes (data entry); capacity to identify research problems, formulate research hypothesis, design a research plan, apply qualitative and quantitative research methodologies, conduct and interpret statistical analyses; ability to write a research report; and understand 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, on entry to the program. The mentor will help the student develop the research skills necessary to be able to develop and complete an individual second year research project and subsequently a doctoral thesis. Students complete a research practicum each semester they are in the program. By January of the second year the student is expected to defend his/her second year project proposal and to complete it by January of their third year. The completed research project must be submitted for publication prior to applying for internship.

### **Clinical Practicum**

There are eight Clinical Practicum (PRAC-591, PRAC-592, PRAC-593, PRAC-594, PRAC-595, PRAC-596, PRAC-597 and PRAC-598) courses. In the first two clinical practices (PRAC-591 & PRAC-592), didactic and clinical experiences are oriented to the development of personal, interpersonal and communication skills along with the basic skills of initial interviewing and case conceptualization using major psychological intervention models. In Clinical Practice III and IV students practice the necessary skills in assessment, conceptualization, treatment plans, psychotherapy interventions and the basic skills to conduct psychological evaluations in the areas of intelligence, perceptual motor and adaptive behaviors. The developmental dimension is emphasized as students are exposed to different populations including children, adolescents and adults. The incorporation of the different models of conceptualization and therapy include behavioral, cognitive, and social cultural approaches. In Clinical Practice I the students begin by shadowing advanced students. In Clinical Practice II they begin seeing two clients. In Clinical Practice III they have a caseload of six clients. In Clinical Practice IV they start including cases of psychological tests and also psychotherapy. Clinical Practice V through VIII (third and fourth years), students will continue refining clinical skills in evidenced based interventions with different clients and conditions and incorporate the evaluation of personality into a battery of psychological tests. Students interested in working in more specialized areas such as health, neuropsychology or forensic populations 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 total amount of clinical practice hours amassed is 1529 (practices I to VIII).

The expected amount of clinical practice hours is detailed in the following table:

Practicum	Requirement	Supervision	Indirect Hours	Clinical Hours (Face/Face)	Clinical Hours (Assessment)	Didactic Hours	Weekly Clinical Hours	Total
PRAC 591 16 weeks	4 shadow cases	80	32	64	N/A	20	9	205
PRAC 592 24 weeks	3 individual cases	56	24	72	N/A	10	5	167
PRAC 593 16 weeks	6 individual cases	24	32	96	N/A	10	7.5	169.5
PRAC 594 24 weeks	4 individual cases/ 4 cognitive evaluations	34	24	96	40	10	7	211
PRAC 595 16 weeks	5 individual cases/ 4 cognitive evaluations	30	16	80	40	10	9	185
PRAC 596 26 weeks	3 individual cases/ 1 family/couples case/ 3 psychological, or psych-educational evaluation	38	24	120	30	10	8	230
PRAC 597	3 individual cases 1 family or couples case, 4 psychological or psychoeducational evaluations	30	16	80	40	10	9	185
PRAC 598	3 individual cases, 1 family case, 4 psychological or psych-educational evaluations	40	24	120	40	10	8	242
<b>Total</b>		<b>332</b>	<b>192</b>	<b>728</b>	<b>190</b>	<b>90</b>	<b>62.5</b>	<b>1,594.5</b>

For the clinical area, 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 about interpersonal skills; capacity to diagnose mental disorders and other deviant condition; skills to plan treatments; apply short and

long term psychotherapeutic interventions; skills in behavioral-cognitive and multi-modal therapies; ability to apply empirically-supported interventions; and ability to administer, score and interpret intelligence, perceptual, personality and adaptive tests.

The student is also required to successfully complete a clinical case presentation as an outcome of readiness for internship. This requirement must be fulfilled anytime between the fifth or sixth practicum. As of Fall 2013 the successful completion of a clinical case presentation will have a weight of 25% of the Ph.D. Clinical Psychology Program requirements for the readiness to internship and the completion of the programs' requirements. The remaining 75% of the weight will be attributed to the Doctoral Comprehensive Integrative Examination. For a student to progress academically he/she must maintain a minimum cumulative G.P.A. of 3.00, pass the clinical and research practicum, pass the Integrative Program Examination, and comply with ethical standards of the profession.

## **Training Goals**

The main goals of the Ph.D. Clinical Psychology Program are to:

**Goal 1:**To train students in the construction/creation and integration in research in clinical psychology in a culturally and ethically appropriate manner.

**Goal 2:**To train students in the application of knowledge, assessment skills and clinical skills in the practice of psychology in a culturally and ethically appropriate manner.

## **Training Objectives**

The Ph.D. Clinical psychology 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 nine profession wide competencies::

- (i) Research
  - a) Demonstrate the substantially independent ability to formulate research or other scholarly activities that contribute to the scientific, psychological, or professional knowledge base
  - b) Conduct research or other scholarly activities.
  - c) Critically evaluate and disseminate research or other scholarly activity
- (ii) Ethical and Legal Standard
  - a) Be knowledgeable of and act in accordance with:
    - APA Ethical Principles of Psychologists and Code of Conduct
    - Relevant laws, regulations, rules, and policies governing health service psychology
    - Relevant professional standards and guidelines.
  - b) Recognize ethical dilemmas and apply ethical decision-making processes.
  - c) Conduct self in an ethical manner in all professional activities
- (iii) Individual and Cultural Diversity:
  - a) An understanding of how their own personal/cultural history may affect how they understand and interact with people different from themselves;
  - b) Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity.
  - c) The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.

(iv) Professional Values, Attitudes and Behaviors:

- (a) Behave in ways that reflect the values and attitudes of psychology.
- (b) Engage in self-reflection; engage in activities to maintain and improve performance, wellbeing, and professional effectiveness.
- (c) Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- (d) Respond professionally in increasingly complex situations with a greater degree of independence as they progress

(v) Communication and Interpersonal Skills:

- (a) Develop and maintain effective relationships with a wide range of individuals.
- (b) Produce and comprehend oral, nonverbal, and written communications.
- (c) Demonstrate effective interpersonal skills.

(vi) Assessment:

- (a) Select and apply assessment methods that draw from empirical literature; collect relevant data using multiple sources and methods.
- (b) Interpret assessment results to inform case conceptualization, classification, and recommendations.
- (c) Communicate findings in an accurate and effective manner

(vii) Intervention:

- (a) establish and maintain effective relationships with the recipients of psychological services.
- (b) develop evidence-based intervention plans specific to the service delivery goals.
- (c) implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- (d) demonstrate the ability to apply the relevant research literature to clinical decision making.
- (e) modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,
- (f) evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

(viii) Supervision;

Demonstrate knowledge of supervision models and practices.

(ix) Consultation and Interprofessional/interdisciplinary skills.

- (a) Demonstrate knowledge and respect for the roles and perspectives of other professions.

(b) Demonstrates knowledge of consultation models and practices

(X) Students will additionally be required to demonstrate discipline specific knowledge in:

**History and Systems of Psychology**

**Basic content areas in scientific psychology**

Affective Aspects of Behavior; Biological Aspects of Behavior; Cognitive Aspects of Behavior, Developmental Aspects of Behavior 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

**Tracks/Concentrations:** The program offers three concentrations in Neuropsychology, Health Psychology and General Psychopathology. The program offers three courses in each track, listed below. One course from each track is a required core course for all students and is listed below. The other two courses are listed as electives. Students in each track are required to take two courses from that track and complete two track related clinical practica. In addition, they are to complete a dissertation on a topic of their selected track. Students from outside the track can take these courses as electives but do not have to complete the two track related clinical practica requirement. For all students the additional courses meet elective course requirements. Students do not receive additional certificates or diplomas in these areas, simply completion of these track requirements allows students to apply for track related internships and makes them more competitive candidates for these internships.

**Neuropsychology Concentration:** PHCP-628 Neurosciences approach of cognitive and affective aspects of behavior (required course for all students); PHCE-758 Neuropsychological Assessment (required course for Neuropsychology concentration students); XXX-Neuropathology: A primer for aspiring neuropsychologists (required course for neuropsychology concentration students). Completion of a dissertation on a Neuropsychology related topic.

**Health Psychology Concentration:** PHCP-754- Health Psychology: Cognitive, Affective & Physiological Bases for Behavior (required course for all students). PHCE-757 Health Psychology: Psychological Comorbidities of Physical Illness (required course for Health Psychology Concentration students); PHCE-759 Integrative Primary Care (Required course for Health psychology concentration students). Completion of a dissertation on a Health Psychology related topic.

The program is a member of The Council of Clinical Health Psychology Training Programs (CCHPTP) and complies with all member program requirements as stated on their website. The program director attends their annual conference and stays informed with major developments in the training of health psychology.

**General Psychopathology Concentration:** Students can also choose to complete a general psychopathology concentration which involves completing all required courses, including PHCP-587 Advanced Psychopathology in addition to two electives in the general psychopathology area such as forensic psychology course, Rorschach Assessment course, Personality Disorders course or a Family Violence course that is being developed, etc. and complete two track specific clinical practica such as a Dialectical Behavior Therapy clinical practicum or a Domestic Violence Clinical Practicum or a general clinical practicum. Completion of a dissertation on a General Psychopathology related topic.



## Dissertation Requirements

According to the academic norms and policies of the Carlos Albizu University (CAU), San Juan Campus, each and every doctoral student must complete a dissertation in order to receive his or her Ph.D. degree. The dissertation is intended to both hone and demonstrate the student's ability to think and reason. Ph.D. dissertations must be empirical in nature. In addition to using quantitative and/or qualitative methods, the Ph.D. dissertation must add to the basic conceptual knowledge of psychology. The Ph.D. dissertation should make unique contributions to theoretical concepts in psychology. Research of this level of sophistication requires pilot studies to refine ideas and techniques. Except in unusual situations, the pilot work should be completed prior to writing the formal research proposal and in some cases may be completed during the research practices. Pilot projects must also have the approval of the IRB (Please refer to the CAU's IRB Procedures for the Protection of Human Subjects manual). Students must register in DISS-870 to begin their dissertation. After registration students must form the Dissertation Committee which must be composed of three members, one of which must be an outside of the university member. **Obtaining two NO PASS in dissertation will result in institutional withdrawal.**

The first step is to finish the dissertation proposal and schedule a dissertation proposal meeting with the dissertation committee for approval. Once the dissertation committee approves the proposal, the student will submit the study to the IRB. The primary objective of the colloquium/proposal meeting is to ensure all Committee members, and the student that the Dissertation Proposal is satisfactory for continuance. The colloquium is presided by the Dissertation Director and generally takes about one to two hours. It is an open meeting, and the university community is invited to attend and participate in the discussions. The student is expected to prepare and present a 30-minute overview of the proposal. The student must submit a copy of the proposal to the committee members and the director of research, two weeks before the actual proposal defense

The Dissertation Defense is a formal presentation presided by the Dissertation Director. Afterwards, the final manuscript is finished and approved by the Committee. The Dissertation Director opens the meeting to questions: first from Committee Members, second from other faculty who may be present, and third from other audience members.

**Finally, a successful dissertation defense does not imply completion of the requirements for the degree. Final approval by the Dissertation Director and Member(s) await receipt of all suggested changes and completion of the Final Procedures. In addition, the Registrar must ascertain that all other degree requirements have been fulfilled. The library should receive the required copies on the established date as a requirement for graduation. The dissertation should be submitted to dissertation abstracts international.**

## Doctoral Comprehensive Integrative Examination

As of the Spring Session 2013, the student applying for a doctoral degree in Ph.D. Clinical Psychology Program must pass the Doctoral Comprehensive Integrative 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 and elective classes.

- The student aspiring to a doctoral degree must pass the Doctoral Comprehensive Integrative Examination before undertaking the internship. As of the Fall of 2015,
- Students applying for internship must have sat and passed the doctoral comprehensive integrative exam by the end of the Spring Semester of that year. This examination is designed to measure the student's academic knowledge and professional competence in the general areas of psychology in Clinical Psychology. To be able to sit for the doctoral comprehensive examination, the student must have successfully completed the academic credit hours of the core courses.
- Students are permitted 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.
- **As of the Fall session for 2013, the Doctoral Comprehensive Integrative Exam will have a weight of 75% of the grade, and the remaining 25% will be given to a clinical case presentation required in the last clinical practicum of the student. The combination of both requirements will make the final passing grade of clinical readiness for internship.**

### Requirements for Internship

- Clinical internship is required for completion of the Ph.D. in clinical psychology. The internship is completed at a site chosen to meet students' individual career goals. The internship typically involves 12 months (2000 hours) of intensive training and supervised experience. Typically, the internship facility must comply with the American Psychological Association accreditation standards and must be approved by the Department of Psychology. To apply for internship the student must meet the following requirements:
  1. Successful completion of Second year project, including submission for publication in a peer reviewed journal, and Doctoral Comprehensive Integrative Exam.
  2. The dissertation proposal meeting must be scheduled by **August 1st** and dissertation proposal must be approved by **August 15 of the year the student is applying for internship.**
  3. Successful completion of 1000 practicum hours. The student will be apprised of any negative feedback from practicum sites that might indicate the need for additional training experiences prior to applying for internship.
  4. Completion of all course work (including electives) prior to start of internship.
  5. Students are required to attend all internship preparation meetings with the Director of Clinical Training when applying for internship. These meetings are typically held beginning in May of the year the student is applying for internship and will be held at least once a month until the student has formally submitted all applications. The purpose of these meetings is to facilitate the internship application process for the student and make sure that the student's application meets APPIC standards.

### Time and Residency Requirements

The Program is designed to be completed in 5 to 6 years; including 4 years of academic training including the PhD Integrative Program exam and dissertation, and 1 year for their clinical psychology internship. The Program's residency requirements of 3 years are that 2 of the 4 academic training years must be at CAU and at least 1 of which must be in full-time residence at the Program. The Program's time limitation for completion of degree requirements is 7 years. After 7 years, students must petition the Provost for additional time.

## **EFFECTIVE January 1, 2011 and for published material for 2011-2012**

In compliance with C-20 APA/CoA's regulation and in conformity with the Guidelines and Principles for Accreditation of Programs in Professional Psychology (2012), the Ph.D. Clinical Psychology Program of Carlos Albizu University, San Juan Campus, presents full disclosure data of education/training outcomes. The tables both in format and in content have been articulated from data provided to APA during the annual report of the 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. This includes data on time to graduation, attrition, internship placement, licensure and program costs. This data can be found following the link: <http://www.albizu.edu/Portals/0/Documents/cau/sju/C-20-PHD-2015.pdf>

### **Financial Aid**

***There are many types of financial aid available from Carlos Albizu University, based on student financial need that can assist you in covering the costs of your Ph.D. education. The major sources of funding that may be available to you include:***

#### ***Federal Work Study:***

Carlos Albizu University participates in the Federal Work-Study Program (FWS). Through FWS, the wages for eligible students are subsidized by the government when working part time for a participating employer. Because the funds are given to students as a paycheck for hours worked in a specified period, eligible students who participate in the FWS program typically use those funds to help cover day to day living expenses. Students are paid at least federal minimum wage. A student may request a FWS allocation to be included in their award. Awards are determined using demonstrated need as determined through the Free Application for Federal Student Aid (FAFSA) application. Money earned while attending school does not have to be repaid.

#### ***Federal Stafford Loans:***

The Federal Stafford loan programs are the largest source of financial assistance to Carlos Albizu University students, graduate candidates. Students may apply for an annual maximum of \$18,500 in the loans. Based on federally determined need-based formula, up to \$8,500 of the annual maximum may be borrowed as the "subsidized" portion where the government pays the interest on the loan until the student is required to enter repayment. The "unsubsidized" portion of the loan is determined by using the annual maximum less the amount of the subsidized amount, and accumulates interest for which the student is responsible while enrolled. Loans must be repaid.

#### ***State Grants:***

The Puerto Rico Council on Higher Education allocates funds for our graduate students. The Financial Aid Office determines through the FAFSA application their eligibility. This award does not have to be repaid.

#### ***Scholarship for Disadvantaged Students:***

The Scholarship for Disadvantaged Students (SDS) is a scholarship provided to full-time, financially needy students from disadvantaged backgrounds enrolled in health professions. The Scholarship is provided by the Federal Department of Health and Human Services. Participating institutions are responsible for selecting the recipients, making reasonable determinations of need, and providing scholarships that do not exceed the cost of attendance (tuition, reasonable educational expenses and reasonable living expenses). Applicants must present evidence of parents' income to be eligible for this award. This grant does not have to be repaid.

#### ***Institutional Award:***

Carlos Albizu University provides different institutional awards for graduate students. Awards are determined using demonstrated need, academic progress, etc, as determined through the FAFSA application. The Grant does not have to be repaid.

**DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (Ph.D.)  
CURRICULAR REQUIREMENTS  
Effective Fall 2015**

**AREA I. Clinical Courses** ..... 57cr.

PHCE-756 Emotions and Cognitions: A Human Development Perspective .....	3 cr.
PHCP-500 Theories of Learning and Motivation .....	3 cr.
PHCP-505 Ethics in Clinical Practice and Research .....	3 cr.
PHCP-528 Techniques of Psychotherapy and Comparative Theories of Personality.....	3 cr.
PHCP-529 Professional Seminar in Clinical Fundamentals .....	3 cr.
PHCP-540 Life-Span Human Development .....	3 cr.
PHCP-548 Advanced Techniques of Psychotherapy .....	3 cr.
PHCP-585 Psychopathology I .....	3 cr.
PHCP-587 Advanced Psychopathology .....	3 cr.
PHCP-612 History and Systems of Psychology.....	3 cr.
PHCP-527 Cognitive and Behavioral Therapy: Child and Adolescent .....	3 cr.
PHCL-527 Cognitive and Behavioral Therapy: Child and Adolescent .....	0 cr.
PHCP-628 Neuroscience Approach of Cognitive and Affective Aspects of Behavior .....	3 cr.
PHCP-634 Cross Cultural Psychotherapy: Multicultural & Individual Diversity .....	3 cr.
PHCP-643 Psychotherapy Research in Clinical Practice .....	3 cr.
PHCP-661 Social Psychology with Emphasis in Puerto Rico .....	3 cr.
PHCP-713 Techniques and Strategies of Clinical Supervision & Consultation .....	3 cr.
PSYC-749 Psychopharmacology .....	3 cr.
PHCP-750 Trauma: Psychological Perspectives .....	3 cr.
PHCP-754 Health Psychology: Cognitive, Affective & Physiological Bases for Behavior .....	3 cr.

**Assessment Courses** ..... 6 cr.

- PSAC-603 Assessment of Intelligence ..... 3 cr.
- PSDL-603 Assessment of Intelligence Laboratory ..... 0 cr.
- PHCP-681 Assessment of Personality I ..... 3 cr.
- PHCL-681 Assessment of Personality I Laboratory ..... 0 cr.

**AREA II. Research Courses** ..... 21 cr.

RMIC-826 Statistics I .....	3 cr.
RMSL-826 Statistics I Laboratory .....	0 cr.
PHCP-588 Theory of Tests and Test Construction .....	3 cr.
RMIC-825 Research Design and Program Evaluation .....	3 cr.
RMIC-824 Techniques of Correlation and Multiple Regression .....	3 cr.
RMSL-824 Techniques of Correlation and Multiple Regression Laboratory .....	0 cr.
RMIC-829 Advanced Statistics .....	3 cr.
RMIC-875 Qualitative Research Design .....	3 cr.
RMIC-830 Cross Cultural and Advanced Methods of Measurement and Evaluation .....	3 cr.

**AREA III. Practicums** 0 cr.

**Clinical Practices**

- PRAC-591 Clinical Practicum I
- PRAC-592 Clinical Practicum II
- PRAC-593 Clinical Practicum III
- PRAC-594 Clinical Practicum IV
- PRAC-595 Clinical Practicum V
- PRAC-596 Clinical Practicum VI
- PRAC-597 Clinical Practicum VII
- PRAC-598 Clinical Practicum VIII
- PRAC-901 Optional Clinical Practicum

**Research Practices**

- RPIC-671 Research Practice Fall year 1
- RPIC-671 Research Practice Spring Year 1
- RPIC-671 Research Practice Summer Year 1
- RPIC-671 Research Practice Fall year 2
- RPIC-671 Research Practice Spring year 2
- RPIC-671 Research Practice Summer year 2
- RPIC-671 Research Practice Fall year 3
- RPIC-671 Research Practice Spring year 3
- RPIC-671 Research Practice Summer year 3

AREA IV. Electives .....	12 cr.
AREA V. PHCP-830 - Ph.D. Integrative Program Exam .....	0 cr.
AREA VI. PSIN-890 - Clinical Psychology Internship .....	0 cr.
AREA VII. DISS-870 - Doctoral Dissertation .....	0 cr.
AREA VIII. Seminars and Workshops .....	0 cr.
▪ SEMM-531 APA Writing Seminar .....	0 cr.
▪ PHCE-755 Conceptualization and Formulation Seminar – Fall 2 <sup>nd</sup> year .....	0 cr.
▪ PHCE-755 Conceptualization and Formulation Seminar – Spring 2 <sup>nd</sup> year .....	0 cr.
▪ PHCE-755 Conceptualization and Formulation Seminar – Fall 3 <sup>rd</sup> year .....	0 cr.
▪ PHCE-755 Conceptualization and Formulation Seminar – Spring 3 <sup>rd</sup> year .....	0 cr.
▪ PHCE-755 Conceptualization and Formulation Seminar – Fall 4 <sup>th</sup> year .....	0 cr.
▪ PHCE-755 Conceptualization and Formulation Seminar – Spring 4 <sup>th</sup> year .....	0 cr.
Total Academic Credits .....	96 cr.
Total Practicum Credits .....	0 cr.

**Courses Required for a Master Degree Diploma**

PHCP-500 Theories of Learning and Motivation .....	3 cr.
PHCP-505 Ethics in Clinical Practice and Research .....	3 cr.
PHCP-528 Techniques of Psychotherapy and Comparative Theories of Personality .....	3 cr.
PHCP-585 Psychopathology I .....	3 cr.
PHCP-587 Advanced Psychopathology .....	3 cr.
PHCP-540 Life-Span Human Development .....	3 cr.
PHCP-612 History and Systems of Psychology .....	3 cr.
PHCP-548 Advanced Techniques of Psychotherapy .....	3 cr.
PHCP-527 Cognitive and Behavioral Therapy: Child and Adolescent .....	3 cr.
PHCL-527 Cognitive and Behavioral Therapy: Child and Adolescent Laboratory.....	0 cr.
PHCP-661 Social Psychology with Emphasis in Puerto Rico .....	3 cr.
PHCP-634 Cross Cultural Psychotherapy: Multicultural & Individual Diversity .....	3 cr.
PSAC-603 Assessment of Intelligence .....	3 cr.
PSDL-603 Assessment of Intelligence Laboratory .....	0 cr.
PHCP-681 Personality Assessment.....	3 cr.
PHCL-681 Personality Assessment Laboratory .....	0 cr.
RMIC-824 Techniques of Correlation and Multiple Regression .....	0 cr.
RMSL-824 Techniques of Correlation and Multiple Regression (Lab.) .....	0 cr.
RMIC-826 Statistics I .....	3 cr.
RMSL-826 Statistics I Laboratory .....	0 cr.
PHCP-588 Theory of Tests and Test Construction .....	3 cr.
RMIC-825 Research Design and Program Evaluation .....	3 cr.
PHCP-643 Psychotherapy Research in Clinical Practice .....	3 cr.

PHCP-628 Neuroscience Approach of Cognitive and Affective Aspects of Behavior .....	3 cr.
PRAC-591 Clinical Practicum I .....	0 cr.
PRAC-592 Clinical Practicum II .....	0 cr.
PRAC-593 Clinical Practicum III .....	0 cr.
PRAC-594 Clinical Practicum IV .....	0 cr.
RPIC-671 Research Practice Fall Year 1 .....	0 cr.
RPIC-671 Research Practice Spring Year 1 .....	0 cr.
RPIC-671 Research Practice Summer Year 1 .....	0 cr.
RPIC-671 Research Practice Fall Year 2 .....	0 cr.
RPIC-671 Research Practice Spring Year 2 .....	0 cr.
RPIC-671 Research Practice Summer Year 2 .....	0 cr.
SEMM-531 APA Writing Style Seminar .....	0 cr.
PHCE-755 Conceptualization and Formulation Seminar – Fall 2 <sup>nd</sup> year .....	0 cr.
PHCE-755 Conceptualization and Formulation Seminar – Spring 2 <sup>nd</sup> year .....	0 cr.
 Total Credits for Master’s Degree .....	 57 cr.

**DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (Ph.D.)  
CURRICULAR SEQUENCE  
EFFECTIVE AUGUST 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-592	Clinical Practicum II*	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-592	Clinical Practicum II* ( <i>Continuation from Spring 1<sup>st</sup> year.</i> )	PRAC-591, 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	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	Clinical Practicum IV*	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	Clinical Practicum IV* ( <i>Continuation from Spring 2<sup>nd</sup> year.</i> )	PRAC-593, 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	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	Clinical Practicum VI	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



SUMMER THIRD YEAR (Cont.)			
Code	Course Title	Prerequisites	Credits
PRAC-596	Clinical Practicum VI ( <i>Continuation from Spring 3<sup>rd</sup> year.</i> )	PRAC-595	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		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	Clinical Practicum VIII		0

SUMMER FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
PRAC-598	Clinical Practicum VIII ( <i>Continuation from Spring 4<sup>th</sup> year.</i> )		0

FALL-SUMMER FIFTH YEAR			
Code	Course Title	Prerequisites	Credits
DISS-870	Doctoral Dissertation		0
PRAC-901	Optional Clinical Practicum		0

FALL-SUMMER SIXTH YEAR			
Code	Course Title	Prerequisites	Credits
DISS-870	Doctoral Dissertation		0
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.

## Assessment of Student Learning

The Student Learning Assessment Progress Reports is at the heart of the Student Learning Assessment Plan as it aligns assessment techniques with intended student learning outcomes. It is completed on a term-basis at the course level, under the purview of each faculty member, and on an annual basis, under the purview of program director.

The Ph.D. Clinical Psychology Program assesses seven competencies that are closely related to the institutional mission. The seven core competencies are:

- 1. Mastery of theory and practice in their chosen field of study** - Our graduates are expected to acquire and integrate fundamental knowledge in Clinical Psychology. 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.
- 2. Mastery of Clinical/Professional Competencies** - Graduates demonstrate mastery of the clinical/ professional skills deemed relevant to Clinical Psychology. When appropriate, the professional accreditation standards will be used to develop the standards of performance and levels of mastery.
- 3. Sensitivity to the cultural realities of diverse social groups** - Graduates demonstrate psychosocial and humanistic qualities, as well as responsibility and sensitivity to clients/patients and their families, the profession and society. They respect the personal values, cultural, social and economic backgrounds of others.
- 4. Understanding, appreciation and application of ethical principles and professional standards** - Graduates demonstrate knowledge and appreciation for ethical principles and the most important elements of professionalism, such as: altruism, accountability, duty, excellence, integrity, commitment, and respect for others.
- 5. Information Literacy** - Graduates should be able to recognize her/his 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.
- 6. Communication/Interpersonal Skills** - 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 these constituencies verbally, non-verbally, and in writing.
- 7. Life-Long Learning** - Graduates are committed to independent lifelong learning. They actively set clear personal and professional learning goals, pursue them, and apply the knowledge gained to the practice of their profession. They use critical thinking skills to evaluate and interpret new information. They keep abreast of advances in knowledge and integrate these into professional activities.

They foster their professional growth through continuing education, use of evolving technologies, and information resources.

## Student Learning Assessment Process

The student academic development is continuously monitored by an array of mechanisms to assess learning, attitudes, aptitudes, skills, and motivations. There is a thorough and comprehensive monitoring process of the student learning outcomes to ensure that they are developing the seven general institutional educational objectives (core competencies) and acquiring program competencies. These are assessed at various levels during the students' academic career and must include both: proximal and distal measures. These assessment measures (proximal *measures*) are included in all course syllabi. Outcomes of *proximal measures* include, but are not limited to: a) course grades; b) faculty-student evaluation meetings; c) formal faculty evaluation by students; d) oral presentations; e) evaluation of clinical skills by supervisors; f) formal clinical supervisors' evaluations by students; g) program integrative exam; h) student professional presentations; i) evaluation of the dissertation process; j) evaluation of internship performance; k) and clinical case presentations. At the end of each academic year, a report on outcomes is produced by the Program Director in collaboration with all faculty members. This report includes an analysis of student learning outcomes as well as measures taken at the program level to improve student learning processes. These measurements could include but are not limited to: revisions of learning goals, course content, learning activities, reference materials, and evaluation techniques, among others.

## Standards for Satisfactory Academic Progress

All students including those who wish to be considered for financial aid must maintain satisfactory academic progress (SAP). The major components that are evaluated in the determination of satisfactory progress are the student's academic, clinical and research performance and the time limitation of the degree.

**A. Qualitative Component** - the academic performance of the student is the qualitative measure of satisfactory progress, including: Minimum Cumulative Grade Point Average (CGPA) of 3.00 and Passing grades on research and clinical practices.

**B. Quantitative Component** - The quantitative component sets a minimum percentage of progression required for all courses enrolled as follows:

1. The student must earn a minimum percentage (67%) of all attempted credit hours

Note: Financial aid does not apply for courses taken by audit, credit hours earned by placement tests (CR), and Continuing Education (CE) courses.

- **Grades** of A, B, C, D, and P will be considered hours completed.
- **Grades** of No Grade (NG), Incomplete F (IF), F, Administrative Withdrawal (AW), No Pass (NP), and Withdrawal (W) will be considered hours attempted but not completed.
- **Grades** of F and NP will be counted in the CGPA.
- **Withdrawals** and repeated courses will be counted toward all hours attempted.

**C. Time limitation:** Students must earn a degree within a maximum time frame of 7 years, not to exceed 1.5% of the normal time to complete the degree, measured by all attempted credit hours at the University.

**D. Consequences of not meeting Satisfactory Academic Progress (SAP):** In the following provisions, "Warning" or "Suspension" means financial aid warning or suspension, not necessarily academic warning or suspension.

**Financial Aid Warning** – The first time that a student fails to meet the SAP standards of a CGPA and/or 67% completion rate, he or she will be placed on financial aid warning status. The student will remain eligible for financial aid for one semester during the warning period.

**Financial Aid Suspension** – If, after being placed on financial aid warning status, a student fails to meet the SAP standards of a CGPA and/or 67% completion rate, he or she will be placed on financial aid suspension and will immediately lose financial aid eligibility.

**Maximum Time Frame Suspension**– If a student fails to meet the Maximum Time Frame standards, he or she will be placed on financial aid and or academic “Suspension” and will immediately lose financial aid eligibility.

### **Academic Guidance and Supervision**

The Program offers an orientation for new students to inform them of the various services provided, the norms and procedures for addressing complaints and grievances and refer them to The General Policies and Disciplinary Procedures Manual and the Program’s Due process and Grievance Procedures which are posted at the end of this catalogue and which addresses these procedures. At least one Student Assembly is held each semester to discuss general PhD Clinical Program issues.

All students are provided with an academic advisor upon enrollment in the Program, and faculty maintains a minimum of two to three office hours per week. Students receive feedback and supervision at different periods and levels of their training. For example, faculty and clinical and research supervisors provide ongoing feedback to students on their clinical and research competencies at the end of each semester. 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 and the professional counselor.

Every student should meet with his or her advisor, on a regular basis, at least twice a month, to monitor academic and clinical progress and to prepare for the next semester. The student advisor is responsible to assure timely completion of program requirements. A professional counselor is available to provide additional academic guidance and professional counseling to students as needed. If the professional counselor determines that the student needs some type of professional mental health service, then he/she can refer the student to a mental health specialist. In addition, once a year (Spring session) all PhD clinical students receive a written evaluation of their performance (clinical, research and academic).

The dissertation process is subject to a specific protocol to ensure adequate faculty-student interaction and timely completion. The Program employs the following measures to guarantee this interaction: 1) students are required to hold at least two formal face-to-face meetings with their chairperson during each academic session they are registered in for a dissertation; 2) a timetable is agreed upon for dissertation work and student’s sign an agreement acknowledging this expectation (see Dissertation Manual, Appendix 9, pp. 25-27). The Research Training Director also monitors students and provides written notification to those students at risk for delays on their dissertation. These procedures have been effective to achieve the program’s goal to foster timely degree completion.

### **Evaluation of Academic Progress**

Students are required to maintain a minimum 3.00 GPA. Nonfulfillment of this norm results in academic probation. Academic probation advises the student that his/her academic performance is in serious violation of institutional norms and regulations and that his/her status as an active student depends on satisfactory performance. If the student fails to raise the grade point average at the end of the following session, he/she may be administratively dismissed. Students who obtain a No Pass in their practicum are placed on academic probation and are expected to repeat the practicum. Two grades of No Pass in the same practicum may result in administrative dismissal.

At the end of every semester, a special meeting is held to evaluate all students’ academic progress. At this meeting the faculty review student-18-progress and make decisions about students’

academic standing. Any dismissal decisions are made on the basis of a majority vote by the faculty. During dismissal deliberations, the student's advisor presents any mitigating circumstances that may affect the faculty's decisions and options for action. Students are provided due process review of all faculty decisions through the indicated institutional appeals channels (refer to the Program's Due Process and Grievance Procedures in this Catalogue & Student Handbook, and the General Policy and Disciplinary Procedures Manual located at [www.sju.albizu.edu](http://www.sju.albizu.edu)). The Provost's Office notifies students by certified mail of any decision that affects their academic status (i.e. probation, recommended leave of absence).

All decisions about changes in student status are documented for third-party review and for use by the Office of Financial Aid. Minutes are taken of the faculty evaluation meetings and reports are prepared that summarize the actions taken by faculty in each case. These reports are filed in the Registrar's and Provost's Offices and individual reports are filed in each student's record. Student progress is assessed in accordance with professional expectations, federal guidelines for financial aid, and institutional norms. An essential aspect of academic advisement is monitoring the academic progress of each student. The Financial Aid Office is notified of all decisions that impact student aid. Administrative checks are in place to assure that the Financial Aid Office and students are notified.

### **Program's Policies and Procedures when students are experiencing significant difficulties**

(These are further discussed on P. 28 within the Ph.D PROGRAM DUE PROCESS AND GRIEVANCE PROCEDURES)

If a student is experiencing significant difficulties, the Program takes specific steps for remediation. First of all, at an individual level, professors meet personally with the student to discuss difficulties in maintaining a minimum level of achievement at a course level. If the problem cannot be resolved at an individual level, the student is referred to meet with his/her academic advisor. The student meets with his/her academic advisor and the professional counselor to discuss the faculty concerns and recommendations. If the problem cannot be resolved, the academic advisor discusses the student's difficulties at the weekly faculty meeting.

If an academic advisor, supervisor or faculty member has any serious concerns about a student's progress, the matter may be brought to the attention of the faculty during a regular weekly meeting. Given our policy of faculty mentoring and close academic advisement, we make every effort to detect problems in the initial stages and assist students to resolve conflicts that could interfere with completion of their degree or satisfaction with the learning experience.

Once a week the Ph.D. Clinical Psychology faculty meets to discuss program and student affairs. During these meetings faculty may discuss individual situations with students that are having problems in meeting the program's minimum level of achievement. Recommendation for remedial actions are discussed by the faculty including the possibility of a referral to a professional counselor.

### **Remedial Plans**

The Provost's Office notifies students by certified mail of any decision that affects their academic status (i.e. probation, recommended leave of absence). The student is advised to meet with his/her academic advisor and the professional counselor to discuss the faculty concerns and recommendations. A copy of the letter is sent to both the academic advisor and the professional counselor, who meet with the student to discuss the situation and explore alternatives. The professional counselor then follows up on the recommendations and reports back to the faculty during the next evaluation meeting. The timetable for follow-up actions is agreed upon with the student. Afterwards, the faculty is informed of these agreements and of the student's compliance with the recommended action plan. These procedures for evaluating student performance on an ongoing basis permit the timely identification of difficulties and notification of appropriate offices. If ethical, professional, or disciplinary violations are identified and not corrected, a referral is made to the Program Director for disciplinary action.

A remedial plan varies from student to student, but includes, and is not limited to: the repetition of exams, additional time for assignments or tests, closer supervision with the professional counselor, and a recommendation for leave of absence, without any penalization, if the student is having a personal or emotional problem. The faculty serves as gatekeepers in identifying students who are struggling in the program.

Research supervisors also serve as gatekeepers and help identify students who may be struggling in the program. They meet with their students and if they cannot resolve the problem they refer them to the research-training director who assesses the situation and makes the appropriate remedial decision. This may include the referral to the professional counselor, or to the program director, a change of research supervisor or of research project, among others.

The clinical supervisors also identify students who are struggling in the program. They first discuss the difficulties with the student. If the problem cannot be resolved, then the student is referred to the Clinical Training Director for a remedial plan. Some remedial plans on clinical practices for students include: changing from group supervision to one-on-one supervision, delineating a timetable of specific tasks on specific dates, restriction on clinical patient caseload until authorization by clinical supervisor, change of supervisor, and additional role plays with fictitious patients before the assignment of clinical patients, among others.

The remedial plan will be reviewed by the faculty at the end of each semester and the student will be notified in writing whether he or she has been successful in meeting the requirements of the remedial plan or whether additional conditions need to be met.

## **OTHER ACADEMIC POLICIES**

### **Academic Preparation & Admission Requirements**

Application for admission must be received by the Admissions Office no later than the admissions' deadline as established in the Academic Calendar. This deadline changes from year to year, so it is highly recommended that the applicant verifies with the Admissions Office the admissions' deadline for a particular academic session. 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. Should the student not enroll within one year of admission, the fee is forfeited (see Tuition and Fees Policy). In order to process an application, the following minimum documents are required: payment of non-refundable fee, completed application form, copy of transcript/s, letters of recommendation, resume, and Good Conduct Certificate.

The student admission record must contain all other required documents by the end of the first academic session. Students with incomplete records after the first session at the Institution will be administratively withdrawn.

All inquiries and application for admission for graduate and undergraduate programs should be addressed to the Admissions Office, Carlos Albizu University, San Juan Campus, P.O. Box 9023711, San Juan, P.R. 00902-3711, Phone (787) 725-6500, FAX (787) 721-7187.

### **ADMISSION REQUIREMENTS AND PROCEDURES FOR THE Ph.D. CLINICAL PSYCHOLOGY PROGRAM:**

**CATALOG** - The student should be familiar with regulations governing doctoral study contained in the Program's & Institutional Catalogue.

**APPLICATION PROCEDURES** - Submit prior to deadline dates a graduate application form accompanied by the appropriate fee with the Office of Admissions. Foreign students must bring an official evaluation of academic credentials by an authorized agency (See Foreign Credentials).

**OFFICIAL TRANSCRIPTS** - Request that official transcripts of all undergraduate and all previous graduate study be sent directly to the Office of Admissions. In those cases where the applicant will receive the degree indicated in the Admission Application more than thirty calendar days after beginning the academic session at UCA, an official DEGREE CERTIFICATION will be accepted as evidence that the degree will be conferred in a future date. Upon degree conferment, the student will have up to thirty (30) working days to comply with this requirement. 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 attempted constitutes a falsification of application and subjects applicants to a loss of all credits earned and may result in dismissal.** Applicants must have obtained a BA, BS, MA or MS in psychology, or a related field of study, from an institution accredited by the Puerto Rico Council of Education. Degrees or credits taken outside of Puerto Rico must have been taken at an institution accredited by a regional accrediting body recognized by the 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 which are accredited by a body recognized by the CHEA. Please take note that six weeks typically elapse between the filing of an application and receipt of all supporting documents.

**GRADE POINT AVERAGE** - A bachelor's degree CGPA of 3.25 will be used. This is the general cumulative GPA, not the concentration or graduation GPA.

**RECOMMENDATION LETTERS** - Two (2) recommendation letters, preferably from past professors, are required. Students who have applied to graduate programs and have taken the preparatory courses must submit only one (1) recommendation letter from any of the professors with whom they took the courses. **Applicants are required to use CAU's official Recommendation Letter Form.**

**BILINGUALISM CERTIFICATE** - Sign the Bilingualism Certificate. This document is part of the Admission Application. Applicants are expected to have adequate reading, writing and conversational skills in English and Spanish.

**HEALTH CERTIFICATES/ HEPATITIS -B VACCINE** - Submit a current health certificate (no more than twelve (12) months old) and evidence of vaccination for hepatitis-B.

**CERTIFICATE OF GOOD CONDUCT** An updated Certificate of Good Conduct from the jurisdiction(s) where the applicant was a resident during the past five (5) years.

**PREPARATORY COURSES FOR PSYCHOLOGY PROGRAMS** - Applicants with a bachelor degree other than psychology, will be required to approve courses in five specific areas: Experimental Psychology, Statistics in Psychology, Physiological Psychology, Personality Theories and Abnormal Psychology. These courses may be taken at SJC or any other accredited institution. Applicants that do not meet the minimum GPA criteria may opt to take those preparatory courses not previously taken at the bachelors level and which, if approved with a grade of A or B, will improve his/her grade point average to the required minimum.

**ADMISSIONS COMMITTEE** - The doctoral programs of the San Juan Campus require an interview with the Admissions Committee. Only applicants who give evidence, in the judgment of the Admissions Committee of possessing intellectual, emotional and social qualities necessary to successfully complete the requirements of the doctoral programs will be considered for admission.

**PRE-ADMISSION ACADEMIC WORK** - Transfer courses must have been taken at an institution which is fully accredited by a regional or national accrediting body recognized by the United States Department of Education 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 which are accredited by a body recognized by the U.S. Department of Education.

**PRE-ADMISSION TESTS** - Carlos Albizu University requires that every applicant submits the results from the EXADEP (*Puerto Rico Graduate Studies Admission Test, which evaluates verbal aptitude, mathematics, analytical reasoning, written expression and English*). Results from G.R.E. are also accepted.

**IDENTITY VERIFICATION** - For identity verification purposes the applicant will be required to present a current ID card subsequent to admission.

Having satisfied these initial requirements, an appointment will be made for an interview with the candidate so as to evaluate his/her potential for becoming a competent professional psychologist. An interview with the Admission Committee, composed of Doctoral program

Faculty members will be scheduled. Should this requirement be impossible due to time or distance, the student can be admitted under Special Student Status. The interview requirement must then be satisfied by the end of the first academic session.

The Admission Committee evaluates each student's eligibility and suitability for the program. The Committee has among its functions the mission of serving as a screening body. The Committee reviews the applicant's motivation, commitment, cultural sensitivity, background, and potential to succeed in the field. Ultimately, CAU/SJC reserves the right to reject any applicant.

Acceptance of the candidate is subject to satisfactory receipt and review of the aforementioned requirements. It should be understood, however, that satisfaction of these minimal requirements alone does not guarantee acceptance into the doctoral program. Admission to the Institution is a highly selective and competitive process. The decision of the Faculty to interview a prospective student does not indicate or imply acceptance of the candidate. Fit between the student applicant and the faculty member the student is interested in completing research with is an important factor in the selection process.

If matriculation is approved, a statement of requirements will be issued by the Office of Admissions and formal matriculation for the doctoral degree will be established. Applicants who have not yet fulfilled their academic prerequisites must fulfill their requirements at the Undergraduate or Master level before final admission action is taken by the Faculty. Please note that any admission notification will be cancelled after one year. Applicants will receive admission for the session solicited. Upon notification of acceptance, the Institution requires confirmation by receipt of a non-refundable deposit, which is applicable towards fees and tuition.

### **Credentials of students**

The quality of students entering the Program is ensured by an array of indicators intended to assess the learning, attitude, aptitude, and motivation of applicants. The most heavily weighted indicator is the applicant's EXADEP score (Puerto Rico Graduate Studies Admission Test) which evaluates verbal aptitude, mathematics, analytical reasoning, written expression and English. The minimum required GPA to apply to the program is 3.00. Other indicators are assessed through a semi-structured interview with a faculty member. Applicants are also evaluated on their comprehension and analysis of a research article and are required to complete an essay on their intended career paths. As mentioned previously, the fit between the student applicant and the student's identified research mentor is a very important selection criteria. In addition, Program applicants must have a degree related to the field of psychology. Applicants with degrees not related to the field are required to complete 21 credits of prerequisite courses in psychology prior to being considered for admission to the Clinical PhD Program. Students who are currently studying in another CAU Program are not allowed to automatically transfer to the PhD Clinical Program. They are required to apply and comply with all the admission requirements to ensure that all program students who are by interest, aptitude and achievement of a quality appropriate to the goals and objectives of the Clinical PhD Program.

### **Add-Drop and Refund Policy**

A fee is required for each class dropped or added. Added courses after the first day of class must be paid in full, unless the cost of the added courses is covered by financial aid.

The drop/add process is completed at the Finance Office. The drop/add process is not considered official until the student has made payment for the added course(s) or requested reimbursement for the dropped course(s) at the Finance Office.

It is the student's responsibility to verify in the Academic Calendar, the drop and add period for each academic session. When a student officially drops from any course or courses, within the first week of classes, by filing a formal drop or withdrawal notice with the Office of the Registrar and completing the process with the Finance Office, a refund of tuition will be made according to the following schedule:



## **DATE OF DROP**

Before classes start

During first week of classes

During and after the second week of classes

## **REFUND**

100%

NO REFUND

## **REMINDER:**

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). Refunds are not processed for courses dropped during and after the second week of classes. It is important for students to complete the add/drop procedure during the first week of classes and plan their course selection carefully in order to avoid reduced refunds or credits. Not attending classes does not mean that the charges will be automatically dropped. It is the student's responsibility to formally drop all courses before and during the first week of classes to receive a proper refund. If the process is not properly completed, the charges will remain on the student's account and the student will be financially liable for said charges.

## **Incomplete Grades**

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 letter grade indicating the level of performance on the work accomplished factoring in the impact of non-completion of the work pending.

Acceptable reasons to be considered by the professor for awarding grades of "I" include 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 has to be removed by the due date for midterm grade submission of the following academic session. If the student needs to attend the course in its entirety or the latter half of the course after midterm, this requirement will be at the sole discretion of the professor. 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 grade factoring in the impact of non-completion of the work pending. Registrar will send the final grade. No financial aid will be disbursed to the students for the terms in which they have an Incomplete.

Upon removal of the Incomplete, a Satisfactory Academic Progress (SAP) evaluation will be conducted by Financial Aid and the student will be notified if he/she has a warning or a suspension. Under no circumstances will an incomplete grade be awarded for remedial purposes, or for reasons not specified in this section. Each grade of "I" must be removed during the session following its receipt. After the time limit has elapsed, the letter grade accompanying the "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 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.

Any extension of an Incomplete must be requested to the Chancellor by the student in writing with the supporting documentation included.

### **Change of Grades**

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 Program Director.

At the end of each academic session, grades will be made available to students on WebAdvisor.

Students who wish to contest a grade must initiate the grade grievance process within thirty (30) calendar days of the date of the grade notification 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.

### **Administrative Withdrawal Policy (AW)**

Administrative withdrawal (AW) may occur when a student is not in compliance with the attendance policy or when students do not comply with the fees and payment arrangements made upon enrollment.

Administrative withdrawals due to nonattendance are only given up to the period of the midterm evaluation. After this period has passed, it is the student's responsibility to officially withdraw from a course. An administrative withdrawal does not exempt the student from any financial obligations incurred.

### **Academic Dismissal**

The University reserves the right to dismiss at any time a student who fails to maintain the required academic standards. Academic dismissal represents an administrative mandatory separation from the institution with no guarantee of automatic readmission. Students under an academic dismissal status must wait at least 12 months 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.

### **Graduate Program Readmission**

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

Students dismissed for academic reasons may reapply to the same program one calendar year following dismissal.

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

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. The process is highly selective, and shall take into account prior performance, including any comprehensive examinations taken. 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 particular 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 time limitation policy as to courses, clinical and research practices, and exams.
5. Credits previously accepted for transfer 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 the Doctoral Comprehensive Integrative Examination is three. The number of times the tests were taken before readmission will be subtracted from the total number of times allowed.
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.

### **Official Transcripts**

Students may request transcripts online at "Web Advisor". Students who do not know their login credentials must complete a PIN form request available at the Office of the Registrar or online and fax it or mail it to the Office of the Registrar.

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.

Official transcripts are sent by regular mail 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 to students with outstanding obligations.

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.

## **GENERAL REQUIREMENTS FOR THE DOCTORAL DEGREE IN Ph.D. CLINICAL PSYCHOLOGY**

The Program has established the following requisites for the awarding of the doctoral degree:

1. 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 all academic courses and laboratories, grade B or higher.
4. Completion of a second year research project and evidence of having submitted it for publication to a peer reviewed journal.
4. Satisfactory completion of the required supervised practicum hours and internship
5. Passing scores (70% or above) on the written portion of the Doctoral Comprehensive Examination and a Pass in the oral portion of the Clinical Case Presentation
6. Demonstrated competence in APA style for publications and computer literacy (Windows and Words or Word Perfect).
7. Satisfactory completion and approval of a Doctoral Dissertation and submittal to, Proquest.
8. Satisfactory completion of a 2,000-hour doctoral 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
9. Good standing in the Program, i.e., no disciplinary action pending or academic or clinical probation.
10. 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.

### **General Graduation Requirements and Participation in Commencement Exercises**

The following conditions must be met before a degree is conferred:

1. The student must complete an application for graduation and pay the corresponding fee. The fee is non-refundable and is required to process the application for graduation. This fee is mandatory whether or not the candidate will attend the Commencement Ceremony.
2. The student's record is reviewed by the Office of the Registrar for completion.
3. Upon the recommendation of the Faculty and the Chancellor, the Office of the President reviews the record and requests approval from the Board of Trustees for degree conferment. The conferment of academic degrees is the sole province of the Board of Trustees.
4. The Office of the President will forward a copy of the final approval to the Office of the Registrar.
5. Once conferred, the Office of the Registrar will send the student a letter informing him/her of the date of degree conferment and the date on which the diploma will be available for pick-up. The following information pertains to participation in the Commencement Exercises:

The University awards degrees three times each year at the end of each academic session. Commencement Exercises are held once a year. Program requirements completed after the last day of each session will result in the degree being awarded in the following session in which the degrees are conferred. The student should note that the process of confirming and posting the degree to the transcript may take up to sixty (60) days<sub>26</sub> after the last day of each session. In the

meantime, the student may request from the Office of the Registrar a letter verifying that all degree requirements have been met, and that the degree is pending to be awarded. Once the degree is conferred, a diploma and transcript will reflect the last date of the session in which the degree requirements were completed.

In order to be eligible to participate in the Commencement Exercises a student must:

- a) Apply at the Registrar's Office and pay the applicable fee, during the session in which they plan to complete their coursework, and no later than the deadline stipulated in the Academic Calendar. Applying for graduation, regardless of participation in the commencement exercises, is a requirement for posting of degrees on transcripts and issuing diplomas.
- b) Students who complete requirements after the end of the session, in which the commencements are held, will not be allowed to participate in the commencement ceremony. They will have to wait until the next scheduled ceremony. Students completing Internship prior to the date, on which the commencement exercises are held, may be allowed to participate in said ceremony.
- c) Students 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 in possession of a degree that has not been conferred constitutes a major violation under the University's General Policies and Disciplinary Procedures Manual.

## Ph.D PROGRAM DUE PROCESS AND GRIEVANCE PROCEDURES

### **Introduction**

This document provides Ph.D students, staff and faculty with an overview of the identification and management of student's problems and concerns, a listing of possible sanctions and an explicit discussion of due process procedures. Also included are important considerations in the remediation of problems. We encourage staff and students to discuss and resolve conflicts informally, however if this cannot occur, this document was created to provide a formal mechanism for the Program to respond to issues of concern. This Due Process Document is divided into the following sections:

I Definitions: Provides basic or general definitions of terms and phrases used throughout the document.

II Procedures for Responding to a Trainee's Problematic Behavior: Provides our basic procedures, notification process, and the possible remediation or sanction interventions. Also includes the steps for an appeal process.

III Grievance Procedures: Provides the guidelines through which a trainee can informally and formally raise concerns about any aspect of the training experience. This section also includes the steps involved in a formal review by the Program of the trainee.

### I. **Definitions**

#### **Trainee**

Throughout this document, the term "trainee" is used to describe any practicum student in training who is enrolled in the Ph.D Program.

#### **Program Director (PD)**

Throughout this document the term "PD" is used to describe the staff member who oversees the the overall program academic, research and clinical practice activities. For the clinical practice this is the Director of Clinical Training (TD) and for Research it is the Research Director (RD)

#### **Due Process**

The basic meaning of due process is to inform and to provide a framework to respond, act or dispute. Due process ensures that decisions about trainees are not arbitrary or personally based. It requires that the Program identify specific procedures which are applied to all trainees' complaints, concerns and appeals.

#### **Due Process Guidelines**

1. During the orientation period, trainees will receive in writing the program expectations related to professional functioning. The PD, the TD and the RD will discuss these expectations during the orientation day.
2. The procedures for evaluation, including when and how evaluations will be conducted will be described. Such evaluations will occur at meaningful intervals.
3. The various procedures and actions involved in decision-making regarding the problem behavior or trainee concerns will be described.
4. The PD will communicate early and often with the trainee when any suspected difficulties that are significantly interfering with performance are identified.
5. The PD or DT will institute, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
6. If a trainee wants to institute an appeal process, this document describes the steps of how a trainee may officially appeal this program's action.
7. The PD will ensure that trainees have sufficient time (as described in this due process document) to respond to any action taken by the program.
8. When evaluating or making decisions about a trainee's performance, the DT will use input from multiple staff sources.
9. The TD will document in writing and provide to all relevant parties, the actions taken by the program and the rationale for all actions.

## **Significant Difficulties**

The program considers significant difficulties to mean the following:

1. GPA below 3.25
2. A "C" or less in any course.
3. More than one incompletes per semester
4. Significant pattern of nonattendance (for more than two dates for more than two courses)

This can be triggered at any one of the following three opportunities. Faculty meet on a weekly basis and will discuss students in the closed section of the meeting. Additionally, at the end of each evaluation period all students are discussed in the presence of faculty, the registrar and the education counselor, and those students meeting the above criteria will be referred to the educational counselor who will then develop and work on a remediation plan with the student. Finally, each student is evaluated once a year and an individualized letter is sent to the student.

With specific reference to clinical training, significant difficulties are defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

1. An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
2. An inability to acquire professional skills in order to reach an acceptable level of competency; and/or
3. An inability to control personal stress, strong emotional reactions, and/or psychological dysfunction which interfere with professional functioning.

It is a professional judgment when a trainee's behavior or skills deficit become problematic rather than of concern. Trainees may exhibit behaviors, attitudes or characteristics which, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Significant difficulties typically are identified when one or more of the following characteristics exist:

1. The student does not acknowledge, understand, or address the difficulty when it is identified;
2. The difficulty is not merely a reflection of a skill deficit which can be rectified by the clinical training;
3. The quality of services delivered by the trainee is sufficiently negatively affected;
4. The difficulty is not restricted to one area of professional functioning;
5. A disproportionate amount of attention by training personnel is required; and/or
6. The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

The CAU General Policies and Disciplinary Procedures Manual includes the specific minor and major violations and sanctions on pages 7-15.

## **II. Procedures to Respond to Significant Difficulties**

### **A. Basic Procedures**

If a trainee receives an "unacceptable rating" from any of the evaluation sources in any of the major categories of evaluation, or if a staff member or another trainee has concerns about a trainee's behavior (ethical or legal violations, professional incompetence) the following procedures will be initiated:

1. In some cases, it may be appropriate to speak directly to the trainee about these concerns and in other cases a consultation with the TD, RD or the Faculty Staff will be warranted. This decision is made at the discretion of the staff or trainee who has concerns. In other cases an informal or formal hearing may be had. The procedures for informal and formal hearings are listed below in section E. Disciplinary Procedures.
2. Once the PD has been informed of the specific concerns, he/she will determine if and how to proceed with the concerns raised.
3. If the staff member who brings the concern is the trainee's clinical supervisor, the PD will discuss the concern with TD.
4. If the PD, the TD or the RD determine that the alleged behavior in the complaint, if proven, would constitute a serious violation, the PD will inform the staff member who initially brought the complaint.

5. The PD will meet with the Program Faculty discuss the concern and possible courses of action to be taken to address the issues and to discuss possible course of actions (as listed in II B below).

#### **B. Notification Procedures to Address Significant Difficulties or Inadequate Performance**

It is important to have meaningful ways to address significant difficulties once identified. In implementing remediation or sanctions, the training staff must be mindful and balance the needs of the trainee, the clients involved, and members of the trainee's training group, the training staff, other agency personnel, and the campus community. All evaluative documentation will be maintained in the trainee's file.

1. Verbal Notice to the trainee emphasizes the need to discontinue the inappropriate behavior under discussion.
2. Written Notice to the trainee formally acknowledges:
  - a) that the PD is aware of and concerned with the behavior or skill deficits,
  - b) that the concern has been brought to the attention of the trainee,
  - c) that the PD will work with the trainee to rectify the problem or skill deficits, and
  - d) that the behaviors of concern or skill deficits are not significant enough to warrant more serious action.
3. Second Written Notice to the trainee will Identify Possible Sanction(s) and describe the remediation plan. This letter will contain:
  - a) a description of the trainee's unsatisfactory performance;
  - b) actions needed by the trainee to correct the unsatisfactory behavior;
  - c) the time line for correcting the difficulty;
  - d) what sanction(s) may be implemented if the difficulty is not corrected; and
  - e) notification that the trainee has the right to request an appeal of this action (*see Appeal Procedures - Section II D*)

If at any time a trainee disagrees with the aforementioned notifications, the trainee can appeal (*see Appeal Procedures - Section II D*)

#### **C. Remediation and Sanctions**

The implementation of a remediation plan with possible sanctions should occur only after careful deliberation and thoughtful consideration of the PD, TD, RD and the Program Faculty. The remediation and sanctions listed below may not necessarily occur in that order. The severity of the difficulty plays a role in the level of remediation or sanction.

1. Schedule Modification is a time-limited, remediation-oriented closely supervised period of training designed to return the trainee to a more fully functioning state. Modifying a trainee's schedule is an accommodation made to assist the trainee in responding to personal reactions to environmental stress, with the full expectation that the trainee will complete the traineeship. This period will include more closely scrutinized supervision conducted by one member of the core faculty or a clinical supervisor designed by the PD. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:
  - a) increasing the amount of supervision, either with the same or additional supervisors;
  - b) change in the format, emphasis, and/or focus of supervision or other academic activity.
  - c) recommending personal therapy
  - d) reducing the trainee's academic, clinical or other workload;
  - e) requiring specific academic coursework.

The length of a schedule modification period will be determined by the PD in consultation with the TD or RD and the core faculty. The termination of the schedule modification period will be determined, after discussions with the trainee, by the PD in consultation with the TD or RD, clinical supervisor and the core faculty.



## 2. Procedures to develop a Clinical Remediation Plan:

- a. The clinical supervisor must evaluate the student's clinical competencies using the Clinical Practicum Evaluation Form twice a year, at midterm and the end of each semester.
- b. If the score obtained in the midterm evaluation is under the minimum threshold (4 points) the clinical supervisor must develop a remediation plan identifying the competencies in which the student shows difficulties and the timeframe for acceptable performance.
- c. The Remediation Plan must be discussed, agreed upon and signed by the student and the clinical supervisor.
- d. The student and the clinical supervisor will continue working to overcome the difficulties during the time frame identified in the Remediation Plan.
- e. The student will be notified in writing that the conditions imposed by the remediation plan have been met.
- f. If the student fails to accomplish the goals identified in the Remediation Plan he/she will obtain No Pass in the Clinical Practicum Module. Then he/she will be put on probation status.

3. Probation is also a time limited, remediation-oriented, more closely supervised training period. Its purpose is to assess the ability of the trainee to complete the traineeship and to return the trainee to a more fully functioning state. Probation defines a relationship in which the PD, TD or RD systematically monitor for a specific length of time the degree to which the trainee addresses, changes and/or otherwise improves the behavior associated with the inadequate rating. The trainee is informed of the probation in a written statement that includes:

- a) the specific behaviors associated with the unacceptable rating;
- b) the remediation plan for rectifying the problem;
- c) the time frame for the probation during which the problem is expected to be ameliorated;
- d) the procedures to ascertain whether the problem has been appropriately rectified.

If the PD determines that there has not been sufficient improvement in the trainee's behavior to remove the Probation or modified schedule, then the PD will discuss with the TD or RD, and the core faculty possible courses of action to be taken. The PD will communicate in writing to the trainee that the conditions for revoking the probation or modified schedule have not been met. This notice will include a revised remediation plan, which may include continuation of the current remediation efforts for a specified time period or implementation of additional recommendations. Additionally, the PD will communicate that if the trainee's behavior does not change, the trainee will not successfully complete the training program.

4. Suspension of Direct Service Activities requires a determination that the welfare of the trainee's client(s) or the campus community has been jeopardized. When this determination has been made, direct service activities will be suspended for a specified period as determined by the PD in consultation with the trainee's clinical supervisor(s), DT or RD and the core faculty. At the end of the suspension period, the trainee's supervisor(s) in consultation with the TD or RD and core faculty will assess the trainee's capacity for effective functioning and determine if and when direct service can be resumed.

5. Administrative Leave involves the temporary withdrawal of all responsibilities. If the Probation Period, Suspension of Direct Service Activities, or Administrative Leave interferes with the successful completion of academic, research or clinical practicum needed for completion of the traineeship, this will be noted in the trainee's file and the Provost will be informed.

6a. Dismissal from the Training Program involves the permanent withdrawal from the Program. When specific interventions do not, after a reasonable time period, rectify the problem behavior or concerns and the trainee seems unable or unwilling to alter her/his behavior, the PD, the TD or RD and the core faculty will discuss the possibility of termination from the training program or dismissal from the Program. Either administrative leave or dismissal would be invoked in cases of severe violations of the APA Code of Ethics, the Board of PR Psychologist Code of Ethics or when imminent physical or psychological harm to a client is a major factor, or the trainee is unable to complete the training program due to physical, mental or emotional illness. The PD with the

program faculty will make the final decision about dismissal. This will be noted in the trainee's file and the Provost will be informed.

6b. Immediate Dismissal involves the immediate permanent withdrawal from the Program. Immediate dismissal would be invoked but is not limited to cases of severe violations of the APA Code of Ethics, the Board of PR Psychologist Code of Ethics or when imminent physical or psychological harm to a client is a major factor, or the trainee is unable to complete the training program due to physical, mental or emotional illness. In addition, in the event a trainee compromises the welfare of a client(s) or the campus community by an action(s) which generates grave concern, the PD in consultation with the DT or RD and the core faculty will recommend dismissal from the Program. This dismissal may bypass steps identified in notification procedures (Section IIB) and remediation and sanctions alternatives (Section IIC). When a trainee has been dismissed, the PD will communicate to the Provost that the trainee has not successfully completed the training program.

If at any time a trainee disagrees with the aforementioned sanctions, the trainee can implement *Appeal Procedures (Section II D)*.

#### **D. Appeal Procedures**

In the event that a trainee does not agree with any of the aforementioned notifications, remediation or sanctions, or with the handling of a grievance – the following appeal procedures should be followed:

1. The trainee should file a formal appeal in writing with all supporting documents, with the PD. The trainee must submit this appeal within 5 work days from their notification of any of the above (notification, remediation or sanctions, or handling of a grievance).
2. Within seven work days of receipt of a formal written appeal from a trainee, the PD will consult with core faculty and then decide whether to implement a Quality Assurance Committee (QAC)
3. In the event that a trainee is filing a formal appeal in writing to disagree with a decision that has already been made by the QAC, then that appeal is reviewed by the Provost. The Provost will determine if a new QAC be formed to reexamine the case, or if the decision of the original QAC is upheld.

#### **E. Disciplinary Procedures**

In the case of minor violations, CAU encourages informal attempts to solve any grievances between the concerned parties. Grievances, which have not been resolved by such attempts, will be brought to the attention of the appropriate Program Director. If not resolved, the aggrieved party or appropriate functionary will file a complaint with the appropriate Program Director, which will include the conduct allegedly in violation of the CAU's Code of Conduct, the specific dispositions of the Code, the time, place of the occurrence and a list of witnesses.

In case of minor violations, the informal hearing procedure established below will be followed.

#### **Informal Hearing Procedure**

1. A written notification of the complaint will be sent to the student, either personally or by certified mail to his/her last known address by the corresponding Program Director or his/her designee within 20 working days of the receipt of the date of the complaint.
2. The notification shall include:
3. The full name and address of the student
4. Institutional student identification number, if any
5. The specific section or sections of the Code of Conduct which the student allegedly violated
6. Date, time, place and circumstances when the alleged violation occurred
7. Witnesses names and address.

For purposes of the Code of Conduct, the address of the witness, if a member of the academic community or guest, will be the office of the Program Director.

The Program Director will forward any notification to the witness in an expedient manner.

- a. List of documents or evidence purportedly to be used against the student
- b. Date, place and hour in which the informal hearing will be held before the Program Director or designee

- c. The student may bring witnesses and/or present evidence on the date, hour, and place designated for the hearing.
- d. The informal hearing will be held within 20 working days of the date of the notification.
- e. The student will have the opportunity to object in writing, at least three working days before the informal hearing, to the participation of the Program Director or designee in the proceedings. The Provost or designee will be notified and a new designee will be appointed at the Provost's discretion, within 10 working days of the receipt of the request, upon good cause shown by the student.
- f. An informal meeting will be held before the Program Director or designee on the date, time and place indicated in the notification:
- g. The Program Director or designee will read the charges and state the evidence available to the CAU to support the charges. The student will be given a reasonable opportunity to examine said evidence during the hearing. Rules of evidence applicable to civil or criminal matters are not applicable.
- h. At the hearing, the student will have the opportunity to offer his/her verbal version of the charges, and to present evidence and cross examine witnesses. The student may request the opportunity to present witnesses or evidence to support his/her position. A continuance for this purpose may be granted, only if issues arise that are directly related to the notification or availability of a pertinent witness or document. The student does not have the right to be represented by counsel or to be accompanied by one during the informal proceedings.
- i. Minutes of the proceedings will be prepared and signed by the student and the Program Director or designee within 15 working days of the conclusion of the informal hearing.
- j. The student will be notified in writing of the resolution of the complaint by the Program Director or designee and of the sanctions, if any, within 30 working days of the conclusion of the informal hearing by certified mail or personal notification. A copy will be included in the student's disciplinary record. If the charges are dismissed, all references to the charges will be expunged from the student's records.

Appeal Procedure from an Informal Hearing

- a. The student may appeal to the next available appeal channel when there are allegations of violation of due process, when the sanction imposed is in dispute, or when there is new evidence not available at the hearing, by submitting a written appeal within 10 working days of the date of the notification of the Resolution of the complaint.
- b. The appeal term is not subject to extension.
- c. The appeal will be based on the record, although new evidence not available at the hearing may be received by any channel at its discretion.
- d. The next channel may dismiss the charges, modify the sanction, affirm, or modify the decision. The student has 10 working days to appeal to the following channel **from the date of the notification** of the Resolution of the case from the previous channel; in strict order as indicated below:

CHANNELS OF APPEAL
Program Director
Director of Student Services
Provost
President
Board of Trustees

Each channel has 30 working days from the receipt of the appeal petition to adjudicate and notify the resolution of the appeal to the\_33\_student.

## Formal Hearing Procedure

A formal hearing is mandatory in cases of major violations.

1. The corresponding Program Director or designee will appoint a Quality Assurance Committee composed of two Faculty members or will, at his/her discretion, request from the Provost the appointment of an Examining Officer (EO), who may be a person from outside of the CAU **The Provost concerned must present all requests for the appointment of an Examining Officer to the President of the CAU** The appointment of the QAC or the Examining Officer will be made within 20 working days of the date of the receipt of the complaint of a major violation.
2. The complaint must state the specific conduct, applicable dispositions of the Code of Conduct which were allegedly violated, the time and place and circumstances of the occurrence of the alleged violation, a list of the witnesses and a list of documentation and evidence to be presented at the hearing.
3. A formal hearing will be scheduled within 30 working days of the date of the appointment of the Quality Assurance Committee or Examining Officer.
4. The Program Director or designee will notify the complaint to the student, **only** by certified mail, with return receipt requested, or by messenger. The notification of the formal hearing to the respondent will include items 2 (a) through (h), listed under the informal proceeding notification, which are applicable to the formal hearing.
5. The student respondent may submit an answer to the complaint before the hearing. The student may request advance personal inspection of any documents, material evidence to be presented at the hearing, or statements made by witnesses.
6. The student respondent has the following rights:
7. To request the opportunity to inspect any affidavits, documents or material evidence before the hearing on a mutually agreed date with the functionary submitting the charges. There is no right to an attorney at the discovery meeting; the student may obtain copies of the documents examined at his/her cost.
8. To bring counsel to the hearing to advise him/her at his/her expense.
9. The student may request reasonable time to consult with his/her counsel during the course of the hearing.

Counsel will not be allowed to question witnesses or to address the panel or Examining Officer, unless specifically authorized to do so. It is the responsibility of any party who brings counsel to a hearing to advise him/her as to the role of counsel in said hearings and the responsibility of any party to abide by this **General Policies and Disciplinary Procedures Manual**. Counsel will be barred from the hearing room if in violation of this **General Policies and Disciplinary Procedures Manual**, interference or interruption of the proceedings.

If counsel accompanies the student, the University may also have counsel or an advisor present to advise or counsel the person who will present the case for CAU, the Chairperson of the QAC or the EO.

- a. To testify, to present witnesses, documents and evidence
  - b. To hear the evidence against him/her and to question them (personally, **not through counsel**)
  - c. A determination of the facts of each case solely on the basis of the evidence presented at the hearing
  - d. To record the hearing at his/her own expense. Students shall request authorization to record and shall bring all the equipment needed to record. The University reserves the right to record the hearings or to have a transcription made.
  - e. Rules of evidence applicable to civil or criminal matters will **not** be applied
  - f. The right to appeal
1. The hearing will be chaired by one of the members of the QAC selected at their discretion, or by the Examining Officer. The University may select a person to present the case before the QAC or EO. The EO or QAC Chair will conduct the hearing and establish the order of

presentation of witnesses or evidence and may conduct the questioning of the witnesses of the parties and accept evidence.

2. The Quality Assurance Committee or Examining Officer will submit a report to the Program Director or designee, including findings of facts, list of witnesses examined, and evidence received within 30 working days from the date of the conclusion of the hearing.
3. The Program Director(s) or designee will issue a resolution adjudicating the complaint, determining the sanctions to be applied, if any, and the effective date, within 30 working days from the date of the receipt of the Report from the QAC or Examining Officer. The resolution of the complaint will be notified to the student within 20 working days from the date of the Resolution of the Program Director or designee. It will include findings, sanctions, if any, and the effective date of the sanctions. A copy of the charges and the above resolution will be included in the student's disciplinary file. If the case is dismissed, any reference to the charges will be expunged from the student's file.

#### Appeal Procedure from a Formal Hearing

The same as from an informal hearing.

#### MINOR VIOLATION SANCTIONS

The Program Director or his/her designee will impose the sanctions for minor violation cases.

Minor violation sanctions are as follows:

1. Oral or written reprimand, to be filed in the student's disciplinary record.
2. Student may not be allowed to participate in any non-academic/non-clinical activities until released from this restriction. Research may be exempted from this sanction.
3. Probation.
4. Restitution.
5. Any combination of the above.

#### MAJOR VIOLATION SANCTIONS

Major violation complaints will be referred to the Program Directors and/or the Director of the respective CAU Mental Health Clinic for a formal hearing. A major violation will result in one or more of the following sanctions:

1. Probation.
2. Suspension and/or Dismissal.
3. Restitution in the appropriate cases, which may be imposed in addition to any other sanction.
4. Denial of readmission if applicable.

### **III. Grievance Procedures**

- A. In the event a trainee encounters difficulties or problems other than evaluation related problems (e.g. poor clinical supervision, poor academic performance, workload issues, personality clashes, other staff conflicts; to identify the specific minor and major violations, please refer to pages 7 through 15 of the CAU General Policies and Disciplinary Procedures Manual ) during his/her training program, a trainee can:
  1. Discuss the issue with the staff member(s) involved;
  2. Discuss the issue with the TD or RD;
  3. If the issue cannot be resolved informally, the trainee should discuss the concern with the PD who may then consult with the TD and the core faculty staff (if the concerns involve the TD, the trainee can consult directly with the PD);
  3. If the PD cannot resolve the issue of concern to the trainee, the trainee can file a formal grievance in writing with all supporting documents, with the Provost.
- B. When the Provost receives a formal grievance, within seven work days of receipt, the Provost will implement Review Procedures as described below and inform the trainee of any action taken.

C. Review Procedures / Hearing

1. When needed, a QAC will be convened by the Program director or will, at his/her discretion, request from the Provost the appointment of an Examining Officer (EO), who may be a person from outside of the CAU, to make a recommendation about the appropriateness of a Remediation Plan/Sanction for a Trainee's Problematic Behavior OR to review a grievance filed by the trainee.
  - a. The QAC will consist of two core faculty staff members selected by the Provost. The Provost will appoint a Chair of QAC.
  - b. In cases of an appeal, the trainee has the right to hear the expressed concerns of the training program and have an opportunity to dispute or explain the behavior of concern.
  - c. In response to a grievance, the trainee has a right to express concerns about the faculty members, the clinical staff and program.
2. Within seven (7) work days, a QAC will meet to review the appeal or grievance and to examine the relevant material presented.
3. Within three (3) work days after the completion of the review the QAC will submit a written report to the Provost, including any recommendations for further action. Recommendations made by the QAC will be made by majority vote if a consensus cannot be reached.
4. Within three (3) work days of receipt of the recommendation, the Provost will either accept or reject the QAC recommendations. If the Provost rejects the recommendation, the Provost may refer the matter back to the QAC for further deliberation and revised recommendations or may make a final decision.
5. If referred back to the QAC, a report will be presented to the Provost within five (5) work days of the receipt of the PD's request of further deliberation. The Provost then makes a final decision regarding what action is to be taken and informs to the program faculty.
6. The Provost informs the trainee, staff member's involved and necessary members of the training staff of the decision and any action taken or to be taken.
7. If the trainee disputes the Provost final decision, the trainee has the right to appeal through following channels of appeal:
  1. Dean of Students
  2. President
  3. Board of Trustees